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ABSTRACT

This seminars and field experience module is a part of a set of 22 modules designed to train vocational education curriculum specialists (VECS). It contains three sections: Seminar I, Authority Roles and the Curriculum Specialist in Vocational Education; Seminar II, Leadership Styles and Functions of the Curriculum Specialist in Vocational Education, and section three, a field experience (internship) program. Both Seminar I and Seminar II contain three headings: (1) Organization and Administration, which includes guidelines for using the seminar, overview and rationale, goals and objectives, and a list of references used to develop the seminar content, (2) Study Assignments and Activities, which provides a list of suggested research problems for students and a possible format and agenda for each class session, and (3) Lecture Notes and Discussion Questions, which contains a synthesis of information in relation to each stated goal and objective with associated discussion questions. The field experience (or internship program) section covers overview and rationale, responsibilities, placement, intern contract, intern conferences, evaluation, and suggested programs (project design and administration, operation of school programs, evaluation of school programs, educational research and development, and state, regional, and Federal program supervision). (HD)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST

VECS

CE

Seminar 1:
Seminar 2:
Field Experience:

Authority Roles
Leadership Styles
Internship Program

SEMINARS/FIELD EXPERIENCE

(TEACHING/LEARNING MODULE)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 009 192

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1976

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This document is one of a series of teaching/learning modules designed to train Vocational Education Curriculum Specialists. The titles of all individually available documents in this series appear below:

INTRODUCTORY MODULES

1. The Scope of Vocational Education
2. Roles of Vocational Educators in Curriculum Management
3. Current Trends in Vocational Education
4. Organization of Vocational Education
5. Legislative Mandates for Vocational Education
6. The Preparation of Vocational Educators

CORE MODULES

1. Important Differences Among Learners
2. Learning Processes and Outcomes
3. Applying Knowledge of Learning Processes and Outcomes to Instruction
4. Assessing Manpower Needs and Supply in Vocational Education
5. Laying the Groundwork for Vocational Education Curriculum Design
6. Selecting Instructional Strategies for Vocational Education
7. Derivation and Specification of Instructional Objectives
8. Development of Instructional Materials
9. Testing Instructional Objectives
10. Fiscal Management of Vocational Education Programs
11. Introducing and Maintaining Innovation
12. Managing Vocational Education Programs
13. Basic Concepts in Educational Evaluation
14. General Methods and Techniques of Educational Evaluation
15. Procedures for Conducting Evaluations of Vocational Education

SEMINARS AND FIELD EXPERIENCE MODULE

(Seminars in Authority Roles and the Curriculum Specialist in Vocational Education, and Leadership Styles and Functions of the Curriculum Specialist in Vocational Education; field work in Project Design and Administration, Operation of School Programs, Evaluation of School Programs, Educational Research and Development, and State, Regional, and Federal Program Supervision)

INSTALLATION GUIDE

For sale by the Superintendent of Documents
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PREFACE

Who is a vocational education curriculum specialist? The answer to this question is not as simple as it might appear. A vocational education curriculum specialist is likely to work in many different capacities, including, but not limited to: instructor, department chairperson, dean of vocational-technical education, vocational supervisor, principal, state or local director of vocational education, and curriculum coordinator.

The specialist is, perhaps, more identifiable by his/her responsibilities, which include, but are not limited to:

- planning, organizing, actualizing, and controlling the work of an educational team performed to determine and achieve objectives.
- planning, organizing, and evaluating content and learning processes into sequential activities that facilitate the achievement of objectives.
- diagnosing present and projected training needs of business, industry, educational institutions, and the learner.
- knowing, comparing, and analyzing different theories of curriculum development, management, and evaluation and adapting them for use in vocational-technical education.

This teaching/learning module is part of a set of materials representing a comprehensive curriculum development project dealing with the training of vocational education curriculum specialists. The purpose of this two-year project was 1) to design, develop, and evaluate an advanced-level training program, with necessary instructional materials based on identified vocational education curriculum specialist competencies, and 2) to create an installation guide to assist instructors and administrators in the implementation process.

The curriculum presented here is, above all else, designed for flexible installation. These materials are not meant to be used only in the manner of an ordinary textbook. The materials can be used effectively by both instructor and student in a variety of educational environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings.

Dr. James A. Dunn
Principal Investigator and
presently Director,
Developmental Systems Group
American Institutes for Research

ACKNOWLEDGEMENTS

The Vocational Education Curriculum Specialist Project was a comprehensive development and evaluation effort involving the contribution of a large number of people: project staff, curriculum consultants, a national advisory panel, and a number of cooperating colleges and universities. This wide variety of valuable inputs makes it difficult to accurately credit ideas, techniques, suggestions, and contributions to their originators.

The members of the National Advisory Panel, listed below, were most helpful in their advice, suggestions, and criticisms.

Myron Blee	*Florida State Department of Education*
James L. Blue	*RCU Director, Olympia, Washington*
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Ken Edwards	*International Brotherhood of Electrical Workers*
Mary Ellis	*President, American Vocational Association*
George McCabe	*Program Director, Consortium of California State University and Colleges*
Curtis Henson	*Atlanta Independent School District, Georgia*
Ben Hirst	*Director, Consortium of the States, Atlanta, Georgia*
Joseph Julianelle	*U. S. Department of Labor*
Lee Knack	*Industrial Relations Director, Morrison-Knudsen, Inc.*
Bette LaChapelle	*Wayne State University*
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Frank Pratzner	*CVE, Ohio State University*
Rita Richey	*Wayne State University*
Bryl R. Shoemaker	*Ohio State Department of Education*
William Stevenson	*Oklahoma State Department of Education*

The project would not have been possible without the cooperation and commitment of the field test institutions listed below.

California State University, Long Beach
California Polytechnic State University, San Luis Obispo
Consortium of California State University and Colleges
- California State University, Sacramento
- California State University, San Diego
- California State University, San Francisco
- California State University, San Jose
- California State University, Los Angeles

Iowa State University
University of California Los Angeles
University of Northern Colorado

Overall responsibility for the direction and quality of the project rested with James A. Dunn, Principal Investigator. Project management, supervision, and coordination were under the direction of John E. Bowers, Project Director.

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-Study Guide-

Seminar 1

AUTHORITY ROLES AND THE CURRICULUM SPECIALIST IN VOCATIONAL EDUCATION

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PART I
ORGANIZATION AND ADMINISTRATION

Guidelines

This seminar is designed for two quarter units, including 20 hours of in-class time and 40 hours of outside research and study. A suggested format for the class is to hold ten sessions of two hours each, plus one additional session for evaluation purposes and summary. During the first three or four sessions, you might present the content on the subject of authority and role theory as lectures. Then, during the next six or seven sessions, students can present oral reports. Two reports should be scheduled for each class session. During the last session, you might conduct a review and evaluation of the seminar.

This seminar guide is divided into three major sections: Part I - Organization and Administration contains guidelines for using the seminar, an overview and rationale, goals and objectives, and a list of references used to develop the seminar content.

Part II - Study Assignments and Activities provides a list of suggested research problems for students and a possible format and agenda for each class session.

PART III - Lecture Notes and Discussion Questions contains a synthesis of information in relation to each stated goal and objective with associated discussion questions.

Overview and Rationale

An understanding by the vocational education curriculum specialist (VECS) of the theory of authority provides the specialist with a basis for performing his or her function in an educational organization.

This seminar defines authority and differentiates among authority, power, and competency. It identifies and describes sources of authority and analyzes several case studies. It also discusses some aspects of authority, such as span of control, line and staff, delegation, responsibility, and decision making, that are related to educational settings.

The VECS Advisory Panel has identified several service levels in education where the need for vocational curriculum specialists is especially important. These levels are:

- school
- district office
- regional center
- state department
- federal office

Because the authority of the VECS is different at each level, the role expectation must change or be modified to fit the situation. Therefore, the discussions in this seminar identify the differences in authority of the VECS role at each level.

Goals and Objectives

Upon completion of this seminar, the student will be able to achieve the following goals and objectives:

GOAL S1.1 DESCRIBE THE WAYS IN WHICH AUTHORITY IS PART OF THE ORGANIZATION OF A SOCIAL SYSTEM SUCH AS A LARGE SCHOOL DISTRICT.

Objective S1.11 Define and apply the terms authority, power, and competence.

Objective S1.12 Describe and discuss the role of authority in line and staff delegation, responsibility, decision making, and span of control.

GOAL S1.2 DESCRIBE THE GENERAL FUNCTIONS AND RESPONSIBILITIES RELATED TO AUTHORITY.

Objective S1.21 Describe the functions and techniques of the VECS in decision making.

Objective S1.22 Describe the relationship of responsibility to authority.

Objective S1.23 Explain the concept of span of control and its relationship to authority roles.

GOAL S1.3 DESCRIBE ROLE THEORY AS IT RELATES TO THE STRUCTURAL RELATIONSHIP BETWEEN SUBORDINATES AND SUPERORDINATES.

Objective S1.31 Describe and discuss a social system from nomothetic and idiographic dimensions.

Objective S1.32 Describe and discuss the effect of congruency and noncongruency on the above social system.

Objective S1.33 Describe and discuss at least five situations in a school institution where an understanding of the social behavior role theory will be beneficial for a VECS.

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PART II
STUDY ASSIGNMENTS AND ACTIVITIES

Student Assignments

Assignment 1: Prepare a one-page outline and a 15 to 20 minute oral report to present to the class on one of the topics listed on pages 13 to 15.

Due Date: Sessions 4, 5, or 6--to be arranged with the instructor.

The purpose of this assignment is to give students the opportunity to familiarize themselves with the predominant issues and principles of leadership and authority as they relate to vocational education. The one-page outline is to be a summary of the report, and is to be handed out to the class participants. The oral report should last about 15 minutes and should be followed by about 10 to 20 minutes of discussion.

Assignment 2: Prepare a one-page outline and a 40 minute oral report explaining your authority as it relates to others.

Describe how you can use the power and authority vested in your position as a VECS to work with others in your area of competence (evaluation, management, innovative programs, etc.). Discuss the following points: the derivation of your power and authority, your span of control, how you can or cannot delegate authority, the limits of your authority, and how you could accommodate overlapping authority relationships.

Be sure to discuss these points as they relate to your area of competence as well as the topic you selected in Assignment 1.

The purpose of this assignment is to give students an opportunity to study in depth their definitions and expectations as a VECS. Students should develop and analyze a concept of a VECS that includes the responsibilities as well as the advantages of the power and authority that is vested in the VECS position.

When you, the instructor, evaluate the reports, be sure to consider how realistically the students use their position as a VECS in the educational setting. To be successful later, students should have realistic expectations about what they can and cannot do in their position.

Due date: Sessions 7, 8, 9, or 10 to be arranged and scheduled by instructor.

Assignment 3: Prepare a term paper relating the topics reported on in Assignment 1 and Assignment 2.

Due date: Session 11

The purpose of this assignment is to have each student study in depth the topic he or she discussed earlier in the seminar and explain how they would use their power and authority as a VECS to accomplish the goals and objectives related to the topic selected in Assignment 1. The paper should be fully documented with a complete bibliography. Although the number of pages may vary, the paper should be at least 20 to 30 pages long. Guidelines for format should be obtained from the instructor.

Selected Topics for Reports

To complete the requirements of this course, students must select one of the topics from the list on the following pages. You, as the instructor, may choose additional topics that can be added to the list during the first class period.

Students who prefer to report on a topic not on the list must justify their selection by developing a short proposal showing the relationship of their topic to the seminar objectives. This proposal should be submitted to the instructor at the second class meeting. The instructor should approve the selected topic, make recommendations for revisions, or reject the selected topic by the end of the second class period.

You may choose to encourage students to work in pairs or as a team if they are interested in the same topics. If students do work as a team, be sure to have each student do a separate report so that individual contributions can be evaluated.

If the student is doing his or her internship at the time of the seminar or will do so shortly thereafter, it is suggested that the topics selected for research bear some relationship to the on-the-job experience. Such students should be encouraged to go beyond library research and involve practitioners in the field through interviews, observation, and participation. Reports should deal with specific situations and details rather than with generalizations, and should involve in-depth investigation rather than a superficial survey.

Reports:

1. The developments in vocational education and in curriculum theory during the last year using current materials, e.g., Congressional Record, legislative newsletter (AVA, etc.), Federal Register, etc. The report should be usable as a VECS recommended reading list. Briefly, summarize the content of each article or publication (cost of publication and source) in the reading list. Describe

how you would use the list in your position as a VECS. Since the VECS is the expert in his or her field, he or she must keep up with the latest developments in vocational education as well as in curriculum development. A planned reading program is therefore essential.

2. Current developments (last two years) in the field of evaluation, with specific reference to vocational education. Using Core Modules 13, 14, and 15 as a basis, report on new research and its application to the VECS responsibilities in evaluation.

3. What is new in instructional materials development, specifically as related to vocational education. Report on new materials, techniques, research, and applications. Use Core Module 8 as a basic resource. Develop source list of catalogues and news bulletins for keeping up-to-date.

4. New research in learning theory and individual differences, with specific reference to applications in vocational education. Emphasis should be on application to vocational education student/teacher instructional relationships. List sources.

5. New developments in the performance objectives area, especially as they relate to accountability and cost effectiveness. What are the new developments in this field? Who are the leaders in these movements? What are the effects of these emphases on the planning of vocational education programs?

6. Current developments in "Management by Objectives." Trace the historical developments of this management technique. What effect has MBO had on vocational education at the federal, state, and local levels? How could MBO be used by you as a VECS? Relate to Modules 10, 11, 12.

7. Recent methods and research in staff development. The report should have specific reference to the VECS role in this field at the state department level, at the local school district level, at the community college level, and at the area vocational center level.

8. Present and pending legislation relating to the handicapped and vocational education. Include the specific funding provisions of this legislation that apply to vocational curriculum development for the handicapped. Describe how you could provide better vocational training for the handicapped.

9. Present and pending legislation relating to the disadvantaged and vocational education. Include the specific funding provisions of this legislation that apply to vocational curriculum development for the disadvantaged. Include also descriptions of innovative curriculum approaches to vocational education for the disadvantaged. Describe programs that could be adopted by your school district.

10. The process of needs assessment and manpower community surveys used by a local school district to select a new occupational area for curriculum development. Describe the methodology in detail for needs assessment and manpower surveys. Ideally, this report should be based on the real problems of a local district, with an evaluation by the reporter of the procedures that were followed.

11. The instructional strategies options that can be used to implement the curriculum developed by the needs assessment in Topic 10. Strategies should be selected to accommodate the following conditions:
    1. Limited capital is available for equipment to implement this program.
    2. School site is not available for laboratory instruction.
    3. Laboratory-related instructional requirements are one-to-one and laboratory facilities are expensive.

12. The methods to be used in implementing the curriculum and instructional strategies developed in Topics 10 and 11. The "methods of implementation" means the support needed in equipment, supplies, facilities, instructional materials, etc. Emphasis in the report should be on the methodology of implementing, not on the end results.

SUGGESTED REPORT FORMAT

1. Goals and objectives of the report

2. Introduction and rationale of the report

3. Topic outline

    Subtopics

    Points

4. Summary

5. Reading list

6. Discussion questions

    a.

    b.

    c.

Session 1

Preparation:

Before Session 1, you should complete the following:

1. Make enough copies of the following pages of this guide so that each student will have a copy:

    a. Goals and Objectives (pages 6-7)
    b. Student Assignments (pages 11-12)
    c. Selected Topics for Reports (pages 13-15)
    d. References (pages 7-9)

2. Review the Lecture Notes later in this guide. Add your personal notes, references, examples, or any other topics you plan to cover in the session.

3. Gather together all necessary administrative forms and information.

Activities:

The first session is usually devoted to introducing students to the format and requirements of the seminar. The following topics should be covered:

1. Seminar goals and objectives (see page 6)

2. Responsibilities of students for successful completion of the seminar (see pages 11-12)

3. Student Assignments (see pages 11-12)

4. Due dates for the Student Assignments

5. Selected Topics for Reports (see page 13). Encourage students to ask questions about the topics. If they do not ask questions, describe how each topic is related to the role of the vocational education curriculum specialist. Urge students to base their reports and term papers on the modules in the Core; however, include recent experimental concepts. Suggest possible references for each topic, and mention controversies and points of interest or research and study that should be covered in the reports.

Student Assignment:

Students should be assigned the following:

Select one topic from the Selected Topics for Reports (see page 13). Submit a one-page outline of a topic at the second class session.

This assignment will ensure that students have selected topics for the oral reports.

Instructor Presentation:

Lecture Notes on the subject of authority and role theory are located later in this guide. It is suggested that you present Goal S1.1 of these notes during this session.

Session 2

Preparation:

Before Session 2, you should complete the following:

1. Review Goal S1.2 of the Lecture Notes later in this guide. Add your personal notes, references, examples, or any other topics you plan to cover in the session.

2. Locate a calendar for recording assignment dates for the oral reports.

3. Gather together all references students may find useful for their reports.

Activities:

During the second session it is important to be sure that all students are aware of the requirements of the oral reports and the term paper. At the beginning of the session, discuss the following topics:

1. Describe in detail the format and scope of the term papers. Since each instructor has his or her own standards for term papers, no format has been outlined in this guide.

2. Describe in detail the format and requirements of the oral reports. Ask students to hand in their outlines. Answer all questions relating to the reports and the one-page outline.

3. Assign participants to give reports during Sessions 4 through 10. Two reports can be scheduled per session. Since the earlier sessions will not allow students as much preparation time, ask for volunteers for these sessions.

4. Review students' topics that are not on Selected Topic List and, if possible, approve and/or suggest revisions at this session.

Student Assignment:

The student assignment for the remainder of the seminar is as follows:

Students should continue to research their selected topic for the oral reports and term paper.

Instructor Presentation:

Present Goal S1.2 of the Lecture Notes located in this guide.

Session 3

Preparation:

Before Session 3, you should:

Review Goal S1.3 of the Lecture Notes later in this guide.
Add your personal notes, references, examples, or any other topics you plan to cover in the session.

Activities:

During the third session it is important to be sure that all students are aware of the requirements of the oral reports and the term paper. At the beginning of the session, discuss the following topics:

1. Answer any questions regarding the format or scope of the oral reports.

2. Check to be sure that all students know their reporting dates.

3. Review the content of the previous instructor presentation on authority and role theory.

Student Assignment:

1. Students should continue to research their selected topic for the oral reports and term paper.

2. Students should begin to evaluate the role of power and authority in their position as a VECS for the second oral report and the term paper.

Instructor Presentation:

Present Goal S1.3 of the Lecture Notes located in this guide.

Sessions 4, 5, 6, 7, 8, 9, and 10

All remaining sessions are to be devoted to the students' oral reports. Two reports should be presented at each session.

Preparation:

Before Sessions 4, 5, 6, 7, 8, 9, and 10, you should:

Prepare evaluation forms for your use (and, if you like, for the students') in evaluating the oral reports.

Activities:

Students are to give their oral reports and conduct a question-and-answer period afterwards. The reports should last 40 minutes; the question-and-answer period should last 15 minutes.

Student Assignment:

1. Students should continue to research their selected topics for the oral report.

2. Students should evaluate their power and authority as a VECS for the second oral report. These topics will be the subject of the term paper.

Instructor Presentation:

There is no instructor presentation for Sessions 4 through 10.

Session 11

Session 11 is a review and evaluation session.

Preparation:

Before Session 11 you should:

If you are required to administer a final test, prepare a final assessment instrument for the seminar.

Activities:

During the eleventh session, it is important to evaluate the effectiveness of the seminar. Encourage students to be frank and open in their assessment of the seminar materials, the oral reporting procedure, and the Selected Topics for Reports. At the beginning of the session:

1. Ask students to turn in their term papers.

2. Ask students to evaluate the seminar by answering the following questions:

   a. How appropriate were the objectives for a VECS?
   b. How well were the objectives met?
   c. What objectives would the students add to the seminar?
   d. How useful were the oral reports for learning?
   e. How useful was the Instructor Presentation for Sessions 1 through 3?
   f. What suggestions do the students have for improving the seminar?

3. If you choose, a Seminar Assessment may be developed for students to evaluate their success in meeting the seminar objectives.

NOTE: You may choose to discuss questions which might be included in an assessment instrument with the entire group rather than use a final exam. If your university or college does not require a final exam, this can be a valuable learning experience.

PART III
LECTURE NOTES AND DISCUSSION QUESTIONS

Goal S1.1: Describe the Ways in Which Authority is Part of the Organization of a Social System Such as a Large School District.

Authority

The VECS will be working in an organization which functions as a bureaucracy; therefore authority will attach to a role, which in turn is defined by the relationship between roles. Since the VECS role in the organizational bureaucracy will vary greatly from institution to institution, an understanding of authority theory will help establish a productive relationship and avoid the conflicts involved in establishing this relationship. The need for and the importance of understanding authority is documented in the literature on administration. Campbell and Gregg have stated that in the area of administration, "There is either an inability or an unwillingness to cope with the concept of authority" (5, p. 379). Simon points out a second aspect of authority when he states, "It is authority that gives an organization its formal structure" (18, p. 124). As a member of the administrative team, the vocational education curriculum specialist cannot ignore the concept of authority because it is an integral part of the structure in which he must work.

The person serving in a school organization in the VECS role needs to know the source and nature of his or her authority. For this reason, the seminar will briefly examine authority theory as it relates to the VECS role and to the environment in which he or she operates.

A. Authority defined

> If an order given by a leader to a member of his group is accepted by the member and controls his activity in the group, then the order is said to carry authority (11, p. 418).
>
> Authority is the character of a communication (order) in a formal organization by virtue of which it is accepted by a contributor to or member of the organization as governing the action he contributes; that is, as governing or determining what he does or is not to do so far as the organization is concerned (1, p. 163).
>
> Authority may be defined as the power to make decisions which guide the action of others. (21, p. 125).

These and other definitions of authority have much in common:

1. An implied subordinate-superordinate relationship in which the subordinate expects orders or decisions since the character of the order relates to the relationship.

2. The order or communication is accepted or understood. The order must be in a language--technical or foreign--which is understood and is accepted by the subordinate. The concept of acceptance or rejection is essential since the superordinate must always be aware that the authority may be rejected even if it means dismissal from a job or, for example, in the military, court martial.

B. Kinds of authority

Weber identifies three types of authority:

1. legal-rational--the authority of an impersonal position in a hierarchy

2. traditional--authority of a person, for example, a chief

3. charismatic--the special authority of a person due to virtue or power beyond reason; a person set apart

Expert authority, an authority not elaborated on by Weber but of increasing importance in modern technological society, is authority based on skill and knowledge gained from experience and/or education.

> Whenever decisions are being made, those who have the greatest degree of expertness relative to the question at hand should be given the opportunity to contribute their knowledge (14, p. 86).

The willingness of subordinates to accept authority from superordinates as long as the authority is perceived as legitimate is reinforced by experiments conducted by Milgram (16). The experiments involved students who were directed by the experimentor to press a button, supposedly administering electric shocks (from mild to dangerous) to a group of subjects. It was found that the students accepted the experimentor's authority to the extent of administering shocks of dangerous level to the subjects. Milgram interpreted these experimental findings as indicating a much greater acceptance of authority by people than is ordinarily supposed.

Power

The VECS who operates or works within the framework of an organization has his or her work or operations ordered in various ways. One of the forces controlling or influencing the order of these operations or work is the power structure of the organization. Power accounts for the control that an organization has over its members. The VECS, as a member of the power structure, participates in making decisions related to his or her role and expertise. For this reason, an understanding of the concept of power is requisite if he or she is to function effectively.

A. Power defined

Power is a word that will be used in this seminar to describe the acts of people going about the business of moving other people to act in relation to themselves or in relation to organic or inorganic things (13, pp. 2-3).

Power supports the fundamental order of society and the social organization within it, wherever there is order. Power stands behind every association and sustains its structure. Without power there is no organization, and without power there is no order (4, pp. 730-736).

Power is the capacity to control the behavior of others whether directly by fiat or indirectly by the manipulation of available instrumentalities (3, p. 303).

Power is the ability to propose and achieve objectives (13, p. 82).

NOTE: The acquisition of power has as its goal the control of the decision-making process in an organization. Since the concept of power is not as clearly understood as authority, researchers in the field do not agree on its definition.

B. Beirstedt identifies two kinds of associations, voluntary (for example, a social organization) and involuntary (for example, a person in prison). He distinguishes between power and authority by identifying their relationship to voluntary and involuntary associations: "Authority is institutionalized leadership; in involuntary associations it is institutionalized power." In the former, authority rests on consent, and in the latter, on coercion. Bierstedt states, "Authority becomes a power phenomenon" (4, p. 79). It is power that confers authority upon a command; it is sanctioned power, institutionalized power. The ultimate source of power is the majority. Power has the ability of controlling the means to an end such as a budget, material resources, assistance of others.

Competence

A. Competence defined

Since authority is often confused with competence, their differences need to be clarified. "Competence is the acceptance of opinions

from those who achieve prominence and prestige in their special fields of endeavour. . . . Competence . . . exerts influence; authority exacts obedience" (4, p. 69).

The VECS because of training and experience has competence in curriculum developement and subject field skills and knowledge. Also, because the VECS holds an institutional position, his or her competence (expertness) is enhanced--he or she is the institutionally competent person. In other words, the VECS is the company or "in-house" expert and as such as authority and not merely competence.

Authority has many aspects. An understanding of some of these will help the VECS relate to the educational staff with whom he or she serves or interacts.

Line and Staff

A. Authority in an organization is involved in a variety of concepts. One of these is line and staff. It is said that line administrators have authority while staff have influence or offer advice. Such a concept, however, is simplistic since the authority of the staff, if it is based on expertness, should not be overridden. A school principal certifies a payroll, assigns teachers, sets the curriculum for a school. He or she is the school's administrative head and is responsible legally to the superintendent and board of education. He or she has position authority in addition to traditional authority since school systems have historically been organized with the authority in the person of the principal.

A staff person such as a VECS has his or her institutional authority through position as a staff officer; in addition, however, his or her authority rests on his or her expertness in a subject field and in curriculum development. As a staff person the VECS is said "to have the authority of his [or her] own ideas." So rather than having the authority to exact obedience, his expertness (competence) has

influence. Competence, in an instructional sense, combined with position in the hierarchy, results in authority as an expert in his area of competence.

Discussion

Describe and compare the authority of a vocational education curriculum specialist in a large school district to that of a teacher, a principal, and a vocational education director.

Response

The teacher is the subject field expert and is the most qualified regarding technical content. The teacher has subject field expert authority. The VECS is a subordinate to this expert authority of the teacher.

The principal is an administrator with line authority based on position and tradition. The principal may have charismatic authority if personality and longevity in position have contributed to it.

The vocational director has position authority to which the VECS is subordinate. The VECS however, because of his training and experience in curriculum development, should have expertness which should be deferred to by the vocational director. The VECS also carries with him the subject matter expertness of his occupational field, even though there may not be recency of occupational practice.

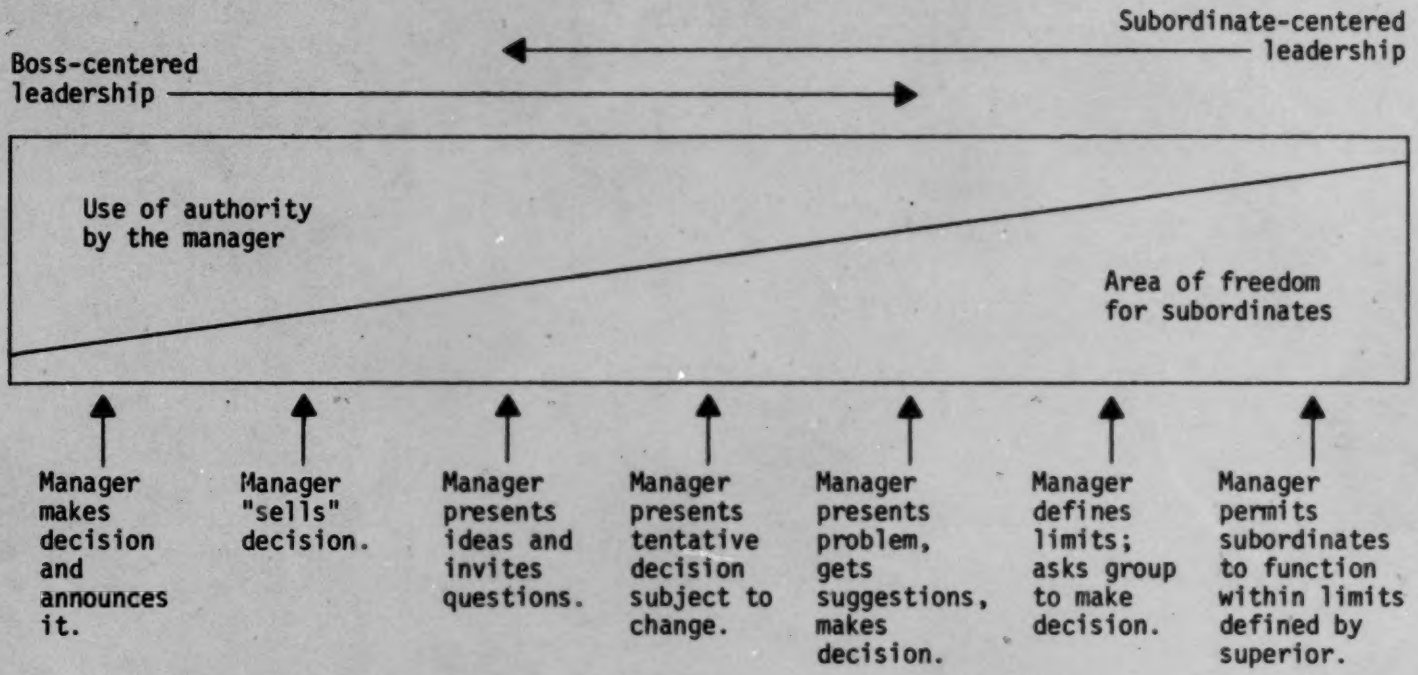
B. Other aspects of authority involved in organizations are delegation and responsibility. Authority can be delegated, and an effective administrator is one who delegates. In the process of delegation, however, the delegator does not and cannot delegate responsibility. In the final analysis, responsiblity in an organization rests with

the chief administrative officer. President Truman's famous statement, "The buck stops here," puts the proposition succinctly.

Delegation varies substantially from loose to close supervision. Under loose supervision, the individual performing the delegated task has great leeway to complete it independently. Under close supervision, the individual, on a day-to-day basis, has little or no opportunity to make the delegated task reflect his own effort. The degree of delegation reflects the expertise of the one delegated to do the task. It should be noted that the leadership style of the superordinate is also a determining factor regarding delegation. Research tends to show that the leadership style of the superordinate is reflected in the style adopted by the subordinates.

A graphic depiction of superordinates' degree of delegation is presented by Tannenbaum and Schmidt in the Harvard Business Review article, "How to Choose a Leadership Pattern" (22).

Continuum of Leadership Behavior


Subordinate-centered leadership
Boss-centered leadership
Use of authority by the manager
Area of freedom for subordinates
Manager makes decision and announces it.
Manager "sells" decision.
Manager presents ideas and invites questions.
Manager presents tentative decision subject to change.
Manager presents problem, gets suggestions, makes decision.
Manager defines limits; asks group to make decision.
Manager permits subordinates to function within limits defined by superior.

22. Tannenbaum & Schmidt. Harvard Business Review, March-April 1958, pp. 95-101.

This graphic clearly depicts the shift from a close supervision pattern where the superordinate makes the decisions to a much looser, participative decision structure. The VECS role in curriculum development, which is people-centered of necessity, should be carried out in a situation such as that on the right side of the diagram.

Suppose, for example, a superintendent delegates to the Director of Vocational Education the task of developing a new curriculum for Licensed Vocational Nurse. In this case the superintendent gives the director a free hand to develop the curriculum and to use his or her own ideas about assignment of consultants, advisory committee selection, etc. Reporting to the superintendent involves a time line, budgetary concerns, staffing, and a final report before presentation of the curriculum to the board of education. In this case the director is responsible to the superintendent who is in turn answerable to the board of education or the trustees. This example represents subordinate-centered leadership, as illustrated on the right-hand side of the Tannenbaum and Schmidt diagram.

Discussion

Where on the diagram of the continuum of leadership behavior will the VECS operate in the following decisions:

Deciding on the format of the final publication of a new curriculum?

Deciding on the content of a subject field outside of the VECS expertise?

Deciding on the makeup of a curriculum committee?

Response

The VECS expertise as acknowledged by his superordinate can be measured by the degree of responsibility given to him. By the very nature of a complex school organization, however, the VECS is delegated and has the responsibility for curriculum development since the generalist administrator does not have the expertise or the time to manage this task.

Goal S1.2: Describe the General Functions and Responsibilities Related to Authority.

Decision Making

The VECS occupies a position in the organizational hierarchy of the educational institution in which he or she serves, and by the nature of this role, participates in the decision-making process of the system. A position in the hierarchy of the organization describes an area of responsibility for making decisions or for establishing a system for making decisions. This responsibility should carry with it the authority necessary to carry it out. In other words authority relates directly to decision making.

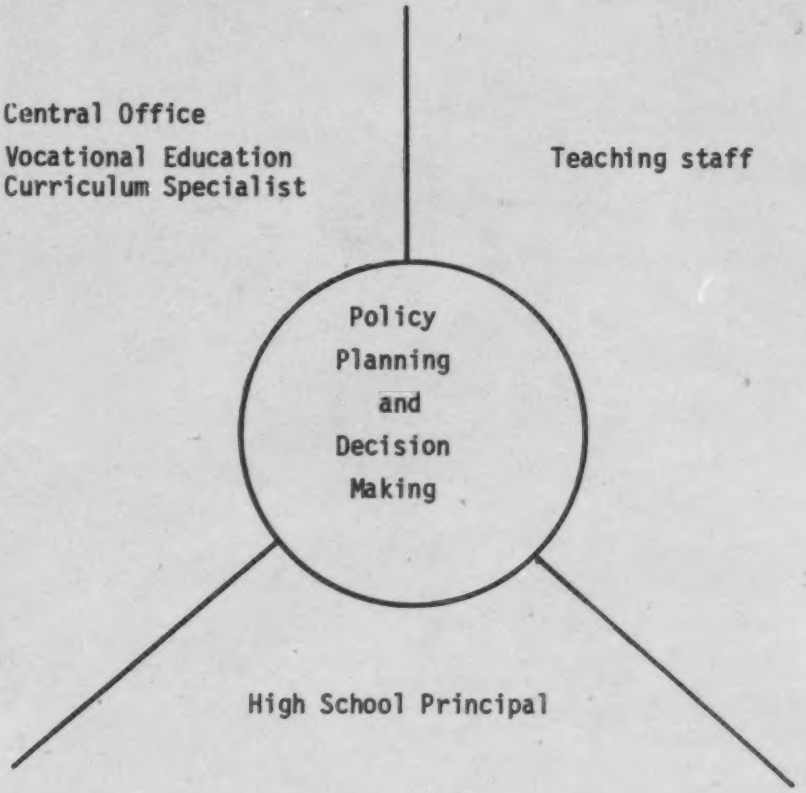
A specific function of an organizational hierarchy is the development and regulation of the decision-making process for the effective accomplishment of the institution's objectives. The function of the chief executive officer of an organization has traditionally been to make decisions. A newer point of view of the chief administrator's role is for him or her to establish a decision-making process that achieves the institution's objectives. If the executive is personally making decisions, a malfunctioning exists in the decision process (1, p. 215). In other words, the chief executive officer must organize the institution so that effective decision-making evolves (8, p. 73; 13, pp. 85-89; 1, pp. 185-199).

The institution is organized under this philosophy so that, for effectiveness, decisions are made at the lowest possible level. This decision-making process results in the VECS being responsible for vocational education curriculum development. The VECS in turn practices this concept of decision making at the lowest or operating level by assembling a team of subject matter experts in the curriculum area being developed. The VECS role in this setting is to convey the institutional restraints, to relate the proposed curricula to the existing environment of the

school system, to assume the organizational needs, and to expedite the developmental processes. Under this decision-making process, the VECS exercises authority of position, representing the institution and providing expertise in curriculum development. The lay, professional, and community representatives on a curriculum committee provide subject matter expertise.

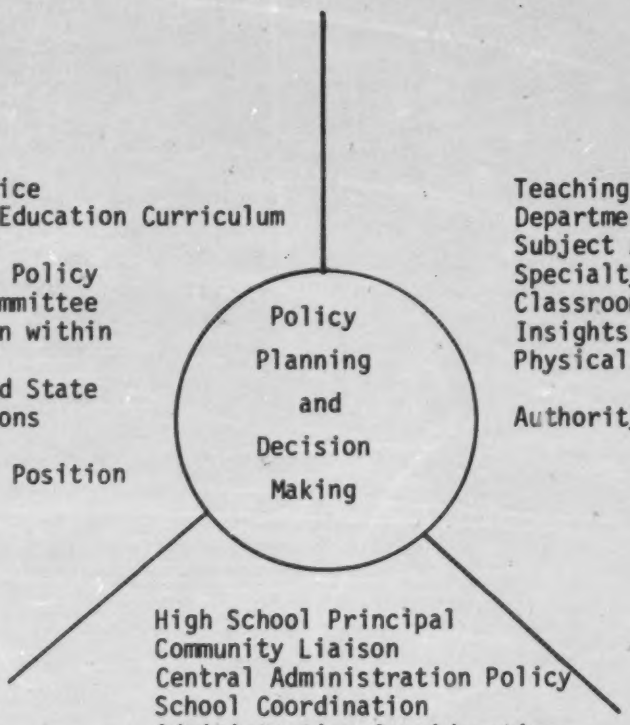
Discussion

In the diagram below of a typical High school subject field curriculum development or revision process, describe the authority roles of the teacher, the school principal, and the curriculum specialist. This description should identify the source or type of authority and the relationship of each role in the decision-making process.



Response

Each position in this diagram has at least two kinds of authority to bring to the role: (1) expertness within areas listed under the position and (2) the authority of the position itself. Both the teacher and principal have legal authority based on education code descriptions. The vocational curriculum specialist has legal authority derived from a contractual arrangement between the district and the state and federal government under the provisions of the Vocational Education Act and its amendments.



POLICY PLANNING AND DECISION MAKING

TYPICAL CITY HIGH SCHOOL SUBJECT FIELD

Responsibility

Another concept related to authority is that of responsibility (one should be equal to the other). When given a responsibility, a VECS must also be given the authority to discharge the responsibility. This charge includes not only staffing, but obtaining all other resources needed: time, money, access to information, etc. The relationship between line and staff in this aspect of authority commonly supports the line with resources but not the staff member who is presumed to modify policy on the basis of influence and the authority of his ideas. The complexity of the relationship between line and staff regarding authority is highlighted by this quote.

> Who should have authority to implement change?
>
> The task of designating accountability for instructional improvement is not an easy one. However, with considerable pressure on schools these days to improve learning opportunities for all students, it is perhaps well to reexamine typical organization patterns in a search for better ways to get the job done. This is particularly important as we continue to see how expendable curriculum specialists and supervisors seem to be in these days of fiscal crisis.
>
> Conventional wisdom has long held that instructional specialists are to be "staff officers" who function as consultants and use human relations and persuasion skills with teachers rather than power. This is contrasted with the "line officer" characteristic of principals. Yet as one talks about this with school officials it is invariably pointed out that only a few principals have either the instructional expertise or interest needed.
>
> Another complaint commonly voiced, and that is related, has to do with the expectation of many boards of education and superintendents that a major overhaul of the curriculum can be done by next week, or at any rate within an unreasonable period of time. Time and again I have heard stories of districts where instructional specialists are asked to revise a social studies program by next semester--all staff development activity, acquisition of new materials, and other curriculum tasks are expected to be accomplished within a few weeks.

A curriculum project that is everybody's responsibility *is nobody's. There are occasions, of course, when time* is of the essence. But even when the realization of the need for change is there, interest is high, and resources are ready to be committed, normal restraints can set in early and often cause a curriculum improvement project to flounder. One recent study revealed that even well-financed federal projects usually turn out to be of markedly different character than the original plans called for.

It seems to me that, in addition to using conventional change strategies, more thought should be given to how a school system organizes itself for change. Even the most effective curricular specialists often cannot counter a line officer, usually a principal, who has been told about building autonomy. Goodlad's experience with a network of California schools has shown that the autonomous faculty can produce change. But perhaps just as often this autonomy produces a status quo condition.

I believe that when the latter circumstance does arise, the superintendent should delegate authority to a curriculum specialist or supervisor who is ordinarily thought of as a staff person. This authority is needed within the system to obtain the personnel, materials, and facility modifications required to accomplish the changes necessary.

I would not want this authority status to be exploited with faculties where authentic teacher participation is essential. Critics of such an organization can say this relationship is destructive of the open communication needed, but the realities of conditions in certain faculties suggest some other structures are needed if improved instructional settings for students are to be forthcoming. Ask the curriculum specialist or supervisor what he or she things of this idea--it's a form of shared power I'd like to see tried more often.

—Gordon Cawelti, Executive Director
Association for Supervision and
Curriculum Development in News
Exchange, Vol. 17, No. 4, December
1975.

The trend in educational administration has been to enhance the role of the principal (line) by assigning power and authority to him or her for instructional matters, while the staff person who should

have expert knowledge of his particular speciality is reduced in authority. A high school principal may have a doctorate in educational administration but, in terms of a subject field, may not have as much experience or education as a teacher. The VECS may have years of successful experience as a vocational curriculum developer, but in a conflict with the principal his or her staff position would be subservient to the line authority unless he or she has personal or charismatic authority. A staff position has the authority of ideas. If the holder of such a position is creative and innovative, his or her ideas will add great authority.

Span of Control

Span of control relates to authority in terms of (1) the closeness of supervision and (2) the number of people reporting to a superordinate. In bureaucratic organizations, administrative efficiency is said to be promoted by limiting the number of subordinates reporting to the same person. The efficient number is assumed to be between seven and nine. In a bureaucratic structure organized under this plan, responsibility and authority have many levels; typically a diagram of the structure is a many-leveled pyramid. However, the steep pyramid violates another precept of administrative theory--that a minimum number of levels should be maintained in an organization. For this concept, the ideal pyramid shape is flat. Reference to Tannenbaum and Schmidt's graphic may help to clarify this seeming conflict. Where a manager makes decisions and announces them, the span of control must be close, and the number of subordinates limited--seven to nine. However, if the manager permits subordinates to function within limits defined by the superior, the span of control can be loose and the number of subordinates reporting to the one person can be greater than nine.

The training and experience of the subordinate also affects the span of control concept. The more training and experience, the

greater the expectations of loose supervision. Professional staff members typically do not want or will not tolerate close supervision. The individual autonomy of the highly skilled or professionally trained, therefore, lengthens the span of control. As the span of control is extended, the structure of the organization approaches the ideal flat pyramid shape. Administrative theory tends to view this flat shape as more productive. The VECS working in an organization of flat shape has better communication with both his subordinates and superordinates and therefore can reflect to top policy levels the actions and reactions of those on the firing line (18, pp. 26-28).

This brief summary of the relationship of authority to organizations has touched some of the main ideas with which the VECS needs to be familiar. However, further study of organizations, since this is the milieu in which he works, will enhance his understanding of and performance in the institution. With this understanding and "know-how" he will be a more effective "organization man." In order to develop this background in organization theory it is recommended that the student read a small book, listed in the bibliography, by Etzioni.

Discussion

Consider the concept of span of control in relation to the role of a VECS.

1. How many curriculum development projects can he or she carry on at one time?
2. What is the optimum number of members on a curriculum development team?
3. An associate superintendent who has a staff of 23 supervisors reporting to him.

Possible Response

1. Span of control is not the limiting factor in this case. The overriding concern is the workload since many of the duties of the VECS require preparation and follow-up of committee activities.
2. While a span-of-control problem and therefore the number serving on a subject field curriculum development project should be limited (about 15), the limitation again is not so much reporting as individuals but rather gathering ideas from 15 sources.
3. No problem if the degree of control the superintendent exercises is loose--which it should be. The superintendent communicates the policies of the school district and expects these policies to be carried out by his staff. His control is exercised through approval of long-range plans and an established plan for periodic reporting.

Discussion

Describe and compare the authority of a vocational education curriculum specialist in a school district, a regional vocational organization, and a state vocational department.

Possible Response

Vocational education curriculum specialists are all staff personnel with line authority limited to their assistants and clerical supporting staff. Their authority rests on their role in the hierarchy and is limited to their assigned specialty. Within the scope of this defined authority, their expertise in vocational curriculum development is acknowledged. In the school district the VECS, because curriculum is one step removed from implementation by a teacher, is not seen as having a high level of position authority, but rather is seen as a resource to the teacher. In a regional organization, typically an area school, the VECS occupies essentially the same position as a local school district VECS.

In the state vocational office the VECS has authority of position in the hierarchy. Since he does not work immediately with teachers except when they serve together on committees, this position authority is enhanced. Also, because of the greater scope of a position in a state department, the VECS's expertise due to experience is enhanced. Often a local VECS will leave the school district office for the state level job because of this enhanced position and expert authority.

Goal S1.3: Describe Role Theory as it Relates to the Structural Relationship Between Subordinates and Superordinates.

Role Theory

The second part of this seminar is concerned with some of the research about role theory. Role theory has to do with the organized actions of a person coordinated with a given status or position.* Since the VECS occupies a position in a complex educational organization an understanding of the interaction of roles in organizations will facilitate his orientation within the organization.

Getzels and Guba Model

The social behavior model developed by Getzels and Guba (8) is described as a concept of administration conceived structurally as a hierarchy of subordinate-superordinate relationships within a social system where the system, for our purposes, is an educational organization. The function of this hierarchy is the allocating and the integrating of roles and facilities in order to achieve the organization's goals. It is within this administrative structure that the teaching and staff assignments, the facility provision (materials and equipment), the organizational procedures, the activities regulation, and performance evaluation take place (10, p. 151). The social behavior is the interaction between responsibility of the superordinate for these administrative functions and the acceptance by the subordinate of the superordinate's assumption of these responsiblities.

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* By role we mean the behavior expected from a person in a particular position. Etzioni, Amital. Modern Organizations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964, P. 82.

Getzels and Guba consider this social system as two dimensional. There is, first, an institutional dimension with certain roles and expectations necessary for the system's goal achievement and, second, an individual dimension which considers personality and the need disposition of the inhabitant of the position. The observed interaction between the two dimensions comprises social behavior.

The role in the institutional dimension is given in job descriptions and formal organization charts.

> Roles in organizations, as contrasted with many of the other roles that individuals fill, tend to be highly elaborated, relatively stable, and defined to a considerable extent in explicit and even written terms. Not only is the role defined for the individual who occupies it, but is known in considerable detail to others in the organization who have occasion to deal with him. Hence, the environment of other persons that surrounds each member of an organization tends to become a highly stable and predictable one. It is this predictability, together with certain related structural features of organization to be discussed presently, that accounts for the ability of organizations to deal in a coordinated way with their environments.*

The individual dimension is interpreted in terms of the personalities and needs disposition of the role incumbent. For example, two teachers both assigned under one job description may vary widely in the perceptions of their professional roles. When analyzing the social system, therefore, the normative (nomothetic) and the individualizing (idiographic) aspects must be considered. To summarize, the social system model is as depicted.

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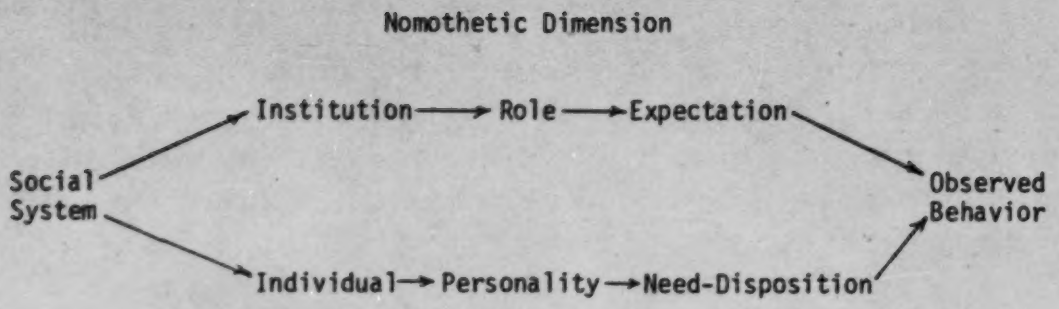
* March, James G., and Simon, Herbert A. Organizations. New York: John Wiley & Sons, Inc., 1963, p. 4.



General model showing the nomothetic and idiographic dimensions of social behavior. (8, p. 427)

Personality may be defined as the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment.

Need-dispositions are defined as "individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions" (10, p. 156).

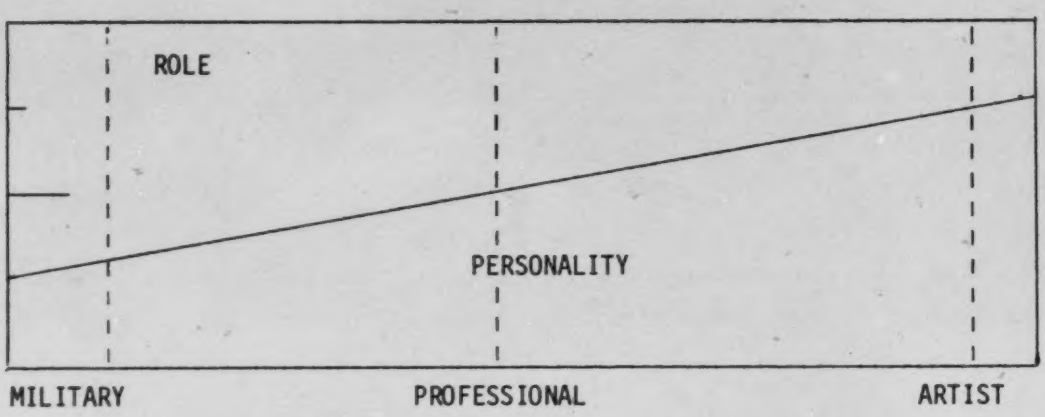
The proportion of role and personality factors determining behavior will of course vary with the specific act, the specific role, and the specific personality involved. To understand the behavior of the incumbent of any role, therefore, the need-dispositions and the role expectations should be considered. Needs and expectations are motivators for behavior deriving from personality inclinations and institutional demands and requirements.

Congruent and Incongruent Behaviors

Observed social behaviors between a subordinate and superordinate that are compatible and harmonious are congruent. Observed behaviors that are at odds and in conflict are incongruent. For example, when the relationship of a VECS with the vocational director (his immediate supervisor)

evidences a mutual respect, an effective, productive relationship, and a complementary role relationship in the social behavior model, this observed behavior approaches congruency. The degree of congruency or incongruency governs the degree of conflict. The VECS personality may demand from the vocational director constant authority support, whereas the director may expect the VECS to make his own authority on the basis of creative and innovative ideas. With other role incumbents, however, the VECS may have a strong authority base and may not need or want the director's support. Every role incumbent is observed as filling a role that is colored by the perceptions of his behavior--whether the perceiver is a peer, a subordinate, or a superordinate.

An individual's perceptions of a role are the result of social norms that range from a highly structured role, such as that of one in the military, to a much looser role expectation, such as that of an artist. The following diagram graphically presents this phenomenon:



The interplay between role and personality in a behavioral act. (10, p. 158)

The relevance of the role and personality interrelationship to the administrative function is apparent since teachers in a given school would probably have personality needs ranging throughout the above scale. For example, a principal of a specific school would have to cope with the complete range of personality needs of the role incumbents (teachers in this school) in relation to his or her own perceptions of the institutional expectations.

The VECS is confronted with a similar social behavior problem when, for example, working with a curriculum committee to revise an existing instructional program. Conflict will result from the interactions of the members if their perceptions of the roles they fill on the committee are not congruent with that of the VECS. In working with such a committee, therefore, time should be devoted to defining the members' roles in relation to institutional expectations and the VECS perception.

The ramifications of role theory as described in the social behavior model have many applications to the VECS. Some of these uses are highlighted in the discussion questions which follow.

Discussion

Given the task of revising the curriculum of an existing instructional program, consider this problem. This existing curriculum was the responsibility of the predecessor of the current VECS who is relatively new in the position. Fifty percent of the members of the revision committee worked with the predecessor, now retired, on the initial curriculum development committee. The retired VECS was an authoritarian, whereas the present VECS is a great believer in group processes and participative development.

Describe how you as the present VECS would use the role theory concept described in this seminar to solve the problem of the different role expectations of the former and present VECS.

Possible Response

Let the members of the group under your leadership describe their roles in detail.

Discussion

Using the chart depicting the interplay between role and personality, describe five different teachers on your staff in relation to their position on the chart. Describe them in relation to dress standards, expectation of student behavior, expectation of their responsibility for extracurricular assignments, and their expectations of the role of the principal.

Possible Response

(There is no specific response to this problem. The purpose of the discussion is to point up the differences in role perceptions and the problem that the various publics--students, parents, etc.--have in working for congruency.)

Discussion

Discuss the effects of congruency or incongruency for a VECS in his or her relationship with the following individuals. Suggest methods for improvement.

1. The principal of a high school with a strong vocational program
2. A chairman of an outstanding vocational department
3. A state department VECS consultant

Possible Response

Have students present different points of view, some taking the congruent and the others taking the incongruent.

(This discussion has no specific response. The point is to explore potential areas of conflict and to gain insight in solving the conflict through an understanding of authority and role theory.)

Discussion

Given a report by a high school principal and a vocational department chairman that a second-year teacher is conducting a program in the laboratory not based on the approved curriculum of the school district, you (the VECS) are asked to talk to the teacher and get him or her back to teaching the approved curriculum. Use role theory concepts in a detailed description of how you would go about solving this problem.

Possible Response

Ask the teacher to describe his or her perception of the teacher's role regarding freedom to select a curriculum based on professional judgment versus having to use the school district's approved curriculum. Keep in mind the graphic depicting the interplay between

role and personality. If the teacher believes in having complete freedom of curriculum choice, the VECS must attempt to convince him or her of the value of using the approved curriculum, particularly that using it will benefit the students since it is based on the wider experience of the teachers and lay committee that developed it. Point out that periodically teachers participate in revising and updating the curriculum and, at the appropriate time, he or she will have an opportunity to influence curriculum change.

If the teacher cannot be persuaded, the VECS will need the principal's support in stating the expectations of the school district and the penalties (including dissmissal) if they are not fulfilled.

If the teacher is persuaded to follow the approved curriculum plan, the problem is entirely different. In this situation, the VECS must determine the cause of the deviation from approved curriculum and assist in getting back to it.

Discussion

Consider the situation in a metropolitan school district where the VECS has presented a curriculum revision to the superintendent. The curriculum plan is approved. During the VECS's presentation to the superintendent, it has been made clear that the revised curriculum cannot be implemented without a substantial investment in new equipment. When the revised curriculum was approved by the board of education, no provisions were made to supply the needed equipment. As the VECS, what are you going to do about this lack of money for equipment?

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Possible Response

Refer to the graphic representation of social behavior model developed by Getzels and Guba. Develop a line of reasoning based on the following:

1. Make an appointment with the superintendent.
2. Ask him to define your role as the school district's VECS and your need to report back to the curriculum committee responsible for the revision. The curriculum committee includes teachers, representatives of labor and management, students, and a school administrator. If the superintendent defines your role as the district's expert in vocational curriculum, and if he acknowledges that the committee personnel are representative of the occcupational field, and if he supports the procedures followed, then the VECS is in a good position to demand an explanation of why the total recommendation was not followed . The chances of the superintendent supporting your role and procedures are high since he accepted the report without disclaimer in the first place.

The role theory interpretation is that if the superintendent defines the institutional role of the VECS in a manner congruent with your expectation, you are only doing your job if you demand an explanation. Also, the VECS stands firmly on the platform of his institutional role, since the curriculum committee members have, by their actions, defined the institutional expectation as they see it.

As long as the actors in the social behavior model are in congruence with the defined institutional expectation, conflict is minimal. If congruence is lacking, then the VECS must change his expectations or get a new job.

Since one of the derivations of authority is based on the institutional role or position, the understanding of role theory is directly related to the authority of the VECS. Conflicts in authority can often be mediated by resolving the perceptions of the protagonists' roles, and if the institutional expectations and individual need-dispositions are congruent, then the conflict can be resolved. If congruence is lacking, then the problem is to adjust the nomothetic and idiographic dimensions so that congruence is approached.

The relationship between authority and role theory is basic to the VECS operation in a school's social system. A thorough understanding of these two theories and their relationship will facilitate the effectiveness of the VECS.

-Study Guide-

Seminar 2

LEADERSHIP STYLES AND FUNCTIONS OF THE CURRICULUM SPECIALIST IN VOCATIONAL EDUCATION

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PART I
ORGANIZATION AND ADMINISTRATION

Guidelines

This seminar is designed for two quarter units involving 20 hours of in-class time and 40 hours of outside research and study. A suggested format for the class is to hold ten sessions of two hours each, plus one additional session for evaluation purposes and summary. During the first three or four sessions, you might present the instructor lecture notes on the subject of leadership styles. Then, during the next six or seven sessions, students can present oral reports. Two reports should be scheduled for each session. During the last session, you might conduct a review and evaluation of the seminar.

This seminar guide is divided into three major sections: Part I - Organization and Administration contains guidelines for using the seminar, an overview and rationale, goals and objectives, and a list of references used to develop the seminar content.

Part II - Study Assignments and Activities provides a list of suggested research problems for students and a possible format and agenda for each class session.

PART III - Lecture Notes and Discussion Questions contains a synthesis of information related to each stated goal and objective with associated discussion questions.

Overview and Rationale

One of the major responsibilities of the vocational education curriculum specialist (VECS) is to serve as a leader in the vocational education field. The VECS must introduce new programs, convince others of the

merits and advantages of the programs, encourage others to adopt and use the programs, and generaly see that the vocational programs run smoothly and effectively. In most cases, he or she must depend on others to ensure that work is accomplished. Whenever this is the case, the VECS must be a skilled leader.

While some people seem born to be leaders, most people must learn the necessary leadership skills through study and practice. Obviously, there is no one style of leadership and no single set of behaviors that distinguishes a good leader from a poor one. There are, however, some specific factors that all leaders must consider. How does the individual feel most comfortable? What is his or her personal style? What does the person expect? How does he or she expect to be treated? And, what are the characteristics of the particular situation? All of these factors should be considered before the leader decides how he or she will motivate and direct the behavior of others.

This seminar provides students with the opportunity to study in depth several models of leadership. It also gives them the chance to evaluate and perhaps select those leadership styles most appropriate for their personality and position as a specialist dealing with local schools, district offices, regional centers, state departments, and federal offices. The Lecture Notes provide a brief overview of the historical development of leadership styles, and should serve as a springboard from which students can begin their independent study. Individual student assignments of an oral report and a term paper are the major learning activities for this seminar.

Goals and Objectives

Upon completion of this module, the student will be able to achieve the following goals and objectives:

GOAL S2.1 DEVELOP A BACKGROUND OF LEADERSHIP THEORY AS THE BASIS FOR THE SELECTION OF A LEADERSHIP PATTERN BY A VECS.

Objective S2.11 Define leadership and related concepts.

Objective S2.12 Describe three types of leadership patterns.

Objective S2.13 Describe three historical movements leading to modern leadership theory.

GOAL S2.2 CLASSIFY THE TYPES OF LEADERSHIP.

Objective S2.21 Describe the situation approach to leadership.

Objective S2.22 Describe the social behavior-transactional system.

Objective S2.23 Define leadership.

GOAL S2.3 DESCRIBE CHARACTERISTICS OF GOOD LEADERSHIP FOR THE ADMINISTRATOR (VECS) BASED ON THE CURRENT STATE OF THE ART.

Objective S2.31 Describe the possible range of leadership behavior according to the Tannenbaum-Schmidt graph.

Objective S2.32 Describe the influences that must be considered when a leader selects his or her method of leadership.

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PART II
STUDY ASSIGNMENTS AND ACTIVITIES

Student Assignments

Assignment 1: Prepare a one-page outline of a 40-minute oral report to present to the class on one of the topics listed in the Selected Topics for Reports. The outline should be an overview of the content and purpose of the oral report (Assignment 2).

Due Date: Session 2--to be approved by the instructor.

The purpose of this assignment is to give students the opportunity to familiarize themselves with the dominant issues and principles of leadership as they relate to vocational education and to provide for early guidance on the selected topic of the seminar. The one-page outline is to be a summary of the report, and is to be handed out to the class participants. The oral report should last about 10 to 15 minutes and should be followed by about 20 to 25 minutes of discussion.

Assignment 2: Have a one-page outline approved by instructor for the 40-minute oral report to be presented to the class on one of the topics listed in Selected Topics for Reports.

Due Date: Session 4-10--to be arranged with the instructor.

The purpose of this assignment is to give students an opportunity to study in depth the predominant issues and

principles of leadership as they relate to vocational education and the vocational education curriculum specialist.

Assignment 3: Prepare a term paper studying in depth the topic reported on in Assignment 2.

Due Date: Session 11

The purpose of this assignment is to have each student make a written report on the topic he or she delivered orally earlier in the seminar. The paper should be fully documented with a complete bibliography. Although the number of pages may vary, the paper should be at least 20 to 30 pages long. Guidelines for the paper should follow an approved thesis style.

Selected Topics for Reports

To complete the requirements of this course, students must report on one topic selected from the following list. You, as the instructor, may choose additional topics that can be added to the list during the first class period.

Students who prefer to report on a topic not on this list must justify their selection by developing a short proposal showing the relationship of their topic to the seminar objectives. This proposal should be submitted to the instructor at the second class meeting. The instructor should approve the selected topic, make recommendations for revisions, or reject the selected topic by the end of the second class period.

You may choose to encourage students to work in pairs or as a team if they are interested in the same topics. If students do work as a team, be sure to evaluate the report so that the role of each member of the reporting team is assessed and individual contributions evaluated.

If the student is doing his or her internship at the time of the seminar or will do so shortly thereafter, it is suggested that the topics selected for research bear some relationship to the on-the-job experience. Such students should be encouraged to go beyond library research and involve practitioners in the field through interviews, observation, and participation. Reports should deal with specific situations and details rather than with generalizations, and should involve in-depth investigation rather than superficial surveys.

It is recommended that the study and research reports focus on the following aspects of leadership theory:

1. Scientific Management Theory of Frederick Taylor

   Describe the scientific management theory of Frederick Taylor and report the influence of his theory on leadership as it is currently understood and as it relates to the position of a VECS.

2. Maslow's Hierarchy of Motivation

Describe Maslow's hierarchy of motivation theory and describe how a leader can use this theory to motivate followers. Compare Maslow and Frank Gobles by referring to Gobles's Excellence in Leadership, chapters 9, 10, and 11.

3. Communication Theory

Describe the role of a VECS as a communicator. Discuss the importance of speaking, writing, and listening in the technology of communication. List guidelines for successful communication as a VECS.

4. The X-Y Theory of Douglas McGregor

McGregor's X-Y theory is probably the most widely known new management concept. Describe the X-Y theory, the assumptions behind it, and its application and importance to a vocational administrator.

5. New Patterns in Management

Consider Likert, Rensis; Drucker, Peter; Argyris, Chris, Griffiths, Daniel. Describe their management techniques and the application of these management techniques or styles in business and industry as well as in education.

6. The Hawthorne Experiments

Describe the work of Elton Mayo, F. S. Roethlisberger, and the humanists. Describe the application of these studies by a VECS.

7. Leadership Styles

Describe the classic experiments of Lewin, Lippitt, and White. Describe how effective autocratic, democratic, and laissez-faire control techniques are for groups. Describe the value of using these management styles in education.

SUGGESTED REPORT FORMAT

1. Goals and objectives of the report

2. Introduction and rationale of the report

3. Topic outline
   - Suptopics
   - Points

4. Summary

5. Reading list

6. Discussion questions
   - a.
   - b.
   - c.

Session 1

Preparation:

Before Session 1, you should complete the following:

1. Make enough copies of the following pages of this guide so that each student will have a copy:

    a. Goals and Objectives (page 65)
    b. Student Assignments (pages 69-70)
    c. Selected Topics for Reports (pages 71-73)
    d. References (pages 66-67)

2. Review the Lecture Notes later in this guide. Add your personal notes, references, examples, or any other topics you plan to cover in the session.

3. Gather together all necessary administrative forms and information.

Activities:

The first session is usually devoted to introducing students to the format and requirements of the seminar. The following topics should be covered:

1. Seminar goals and objectives (see page 65)

2. Responsiblities of students for successful completion of the seminar (see pages 69-70)

3. Student Assignments (see pages 69-70)

4. Due dates for the Student Assignments

5. Selected Topics for Reports (see pages 71-73). Encourage students to ask questions about the topics. If they do not ask questions, describe how each topic is related to the role of the vocational education curriculum specialist. Suggest possible references for each topic, and mention controversies and points of interest or research and study that should be covered in the reports.

Student Assignment:

Students should be assigned the following:

Select one topic from the Selected Topics for Reports (see pages 71-73). Submit a one-page outline of the topic at the second class session.

This assignment will ensure that students have selected a topic for the oral reports.

Instructor Presentation:

Lecture Notes on the subject of leadership are located later in this guide. It is suggested that you present the notes related to Goal S2.1 during this session.

Session 2

Preparation:

Before Session 2, you should complete the following:

1. Review Goal S2.2 of the Lecture Notes at the back of this guide. Add your personal notes, references, examples, or any other topics you plan to cover in the session.

2. Locate a calendar for recording assignment dates for the oral reports.

3. Gather together all references students may find useful for their reports.

Activities:

During the second session, it is important to be sure that all students are aware of the requirements of the oral report and the term paper and have an approved outline. At the beginning of the session, discuss the following topics:

1. Describe in detail the format and scope of the term papers. Since each instructor has his or her own standards for term papers, no format has been outlined in this guide.

2. Describe in detail the format and requirements of the oral report. Ask students to hand in their outlines. Answer all questions relating to the reports and the one-page outline.

3. Assign participants to give reports during Sessions 4 through 10. Two reports can be scheduled per class session. Since the earlier

sessions will not allow students as much preparation time, ask for volunteers for these sessions.

4. Review student topics that are not on the Selected Topics list and, if possible, approve and/or suggest revisions at this session.

Student Assignment:

The student assignment for the remainder of the seminar is as follows:

Students should continue to research their selected topic for the oral report and term paper.

Instructor Presentation:

Present Goal S2.2 of the Lecture Notes located later in this guide.

Session 3

Preparation:

Before Session 3, you should:

Review Goal S2.3 of the Lecture Notes later in this guide. Add your personal notes, references, examples, or any other topics you plan to cover in the session.

Activities:

During the third session it is important to be sure that all students are aware of the requirements of the oral report and the term paper. At the beginning of the session, discuss the following topics

1. Answer any questions regarding the format or scope of the oral reports.
2. Check to be sure that all students know their reporting dates.

Student Assignment:

Students should continue to research their selected topic for the oral report and the term paper.

Instructor Presentation:

Present Goal S2.3 of the Lecture Notes located later in this guide.

Sessions 4, 5, 6, 7, 8, 9, and 10

All of the remaining sessions are to be devoted to the students' oral reports. At least two reports should be presented at each session. Each student must give one report. This report gives students a chance to share selected topics, experiences, and research problems. All students in the seminar should be encouraged to suggest additional ideas for research, particular problems, and related experiences.

Preparation:

Before Sessions 4, 5, 6, 7, 8, 9, and 10 you should:

Prepare evaluation forms for your use (and, if you like, for the students') in evaluating the oral reports.

Activities:

Each student is responsible for one 40 minute oral report plus a 15-minute question-and-answer period. A one-page handout sheet should be prepared outlining the principal points of the topic which can serve as a basis for other students' notes. In addition to the oral report on a selected topic each student is required to make a written report as a term paper. The term paper should follow an approved thesis style plus reflect additional research and study beyond the oral report but on the same topic.

Student Assignment:

Students should continue to research their selected topic for the oral report and the term paper.

Instructor Presentation:

There is no instructor presentation for Sessions 4 through 10.

Session 11

Session 11 is a review and evaluation session.

Preparation:

Before Session 11, you should:

Prepare a final assessment instrument for the seminar. (Optional)

Activities:

During the eleventh session it is important to evaluate the effectiveness of the seminar. Encourage students to be frank and open in their assessment of the seminar materials, the oral reporting procedure, and the Selected Topics for Reports. At the beginning of the session:

1. Ask students to turn in their term papers.
2. Ask students to evaluate the seminar by answering the following questions:
   a. How appropriate were the objectives for a VECS?
   b. How well were the objectives met?
   c. What objectives would the students add to the seminar?
   d. How useful were the oral reports for learning?
   e. How useful were the Instructor Presentations for Sessions 1 through 3?
   f. What suggestions do the students have for improving the seminar?
3. If you choose, a Seminar Assessment may be developed for students to evaluate their success in meeting the seminar objectives.

   NOTE: You may choose simply to discuss the questions which might be included in an assessment instrument with the entire group rather than use a final exam. If your university or college does not require a final exam, this can be a valuable learning experience.

PART III
LECTURE NOTES AND DISCUSSION QUESTIONS

Goal S2.1: Develop a Background of Leadership Theory as the Basis for the Selection of a Leadership Pattern by a VECS.

Introduction

In this seminar, as in Seminar 1, study and research will be focused on the VECS as a member of an administrative team. A study of the background of leadership theory will profit the VECS as a worker on such a team because he or she will be able to identify outmoded leadership theories and utilize effective ones.

Leadership, a phenomenon of the social process, has been the focus of research and study for generations. It has only been in the twentieth century, however, that this research has blossomed. Until the present century, leaders were seen as imbued with charismatic values, "supernatural powers or virtue attributed to a person apart from the ordinary by reason of a special relationship" (26). Charismatic values are still relevant in leadership situations, and many examples can be identified in modern society.

Discussion

Identify several different personalities of the recent decades whose leadership abilities were in part due to charismatic factors.

Possible Response

John F. Kennedy, Mahatma Gandhi, Martin Luther King, Jr., Franklin D. Roosevelt, etc.

Research has shown, however, that there are many attributes of leadership other than charismatic ones. A brief description and study of several leadership movements will contribute to the understanding of modern leadership patterns.

Scientific Management

The modern administrator is concerned with being a "democratic" leader, and subordinates to this leader are increasingly demanding the right to be heard and involved. The persons who were administrators or managers in the first decades of this century were not concerned as to whether or not their leadership styles were perceived as democratic. The dominant leadership theory of those decades was a product of the scientific management movement, whose chief disciple was Frederick Taylor. Scientific management had a tremendous impact on business, industry, and education. West and Lane have commented, however, "Needless to say, scientific management, in retrospect, left much to be desired in organizational efficiency. True, it was effective, but effectiveness is only half the battle . . . for the principal" (27, p. 13). Their comment reflects the fact that scientific management considered only the nomothethic dimension as a style of leadership (refer to Getzels and Guba's model of social behavior, Instructor's Guide, Seminar 1). No school administrator can afford to ignore the needs and expectations of his staff and students.

That the scientific management theories are not entirely dormant is evident in an examination of the education literature of today. Witness

an article in Thrust for October 1975, "The Principal's Role as Educational Leader," by James Garvey, Superintendent of the Glendora, California, Unified School District (25). This article reflects many of the values basic to scientific management. (Note: For a contrast in leadership styles read the article "Participatory Management-Shared Decision Making: Putting It All Together," by Donald R. Slezak, Superintendent of Scott's Valley Union School District, Santa Cruz County, California, in the same issue of Thrust. Slezak's article represents a newer point of view of leadership.)

Humanistic Movement

Elton Mayo's Hawthorne research is generally considered the beginning of the human relations (humanistic) movement which resulted in consideration of the idiographic dimension of the social behavior model (18). Mayo and other researchers identified the factory as a social system and proved that productivity and employee participation in decisions affecting the employee's work place correlate positively. The human relations leadership schools were much influenced by the Hawthorne research and other studies where leadership styles were characterized by paternalism and welfarism. The importance of the work environment was recognized, and this resulted in more attention being given to developing safety programs, use of color dynamics, work breaks, and improved dressing and sanitary facilities. These improvements were later derided by critics of this specific leadership technique as "cosmetic" and therefore relatively ineffective. The cosmetic approach had only short-term benefits because once a need was satisfied, e.g., once good drinking water facilities were available, the cosmetic change was no longer motivating.

Motivation Movement

The human relations theorist recognized that man as a worker must be motivated. Thus, a whole new demand on leadership came into being. One of the chief disciples of the motivation movement was Abraham Maslow, who identified a whole new hierarchy of a person's needs (17). Low-level motivators such as security, shelter, food, sex, etc., once secured, were

no longer considered stimulants to performance. As soon as these low-order needs were satisfied, new high-level motivators such as self-fulfillment emerged. Even with these significant developments in human relations, however, the prevailing thought still divided the world into leaders and followers.

Group Dynamics

Gradually, "group dynamics," a concept of leadership that focuses on the members of a group instead of solely on the leader, evolved. Highly directive leadership was challenged in training laboratories throughout the United States where participants were given a rich experience as equal partners in decision making (24, p. 3).

Discussion

Have students identify leadership patterns from their own experience in which factors relating to one of the main historical developments are dominant. Using the Getzels/Guba social behavior model (see Seminar 1), analyze the leadership style to determine if there is concern for both dimensions of the model.

Goal S2.2: Classify the Types of Leadership.

Situation Approach to Leadership

With this brief summary of the four historical strands interwoven into modern leadership theory, some attention needs to be given to the classification of types of leadership. Paralleling the study of charismatic bases for leadership has been the study of leadership traits. The idea behind this concept is that leadership is inherent in certain traits; for example, tall men have inherent leadership ability in contrast with short men. Research has shown, however, that this concept has little substance. McCleary and Henely have concluded, "Conflicting studies have indicated that leaders have been successful and effective even though they have exhibited strikingly dissimilar traits" (19, p. 113). However, Ralph Stodgill, a noted researcher in the field of leadership, cites certain research studies which indicate that leaders tend to have qualities of scholarship, social activity, intelligence, dependability, etc. (27, p. 3).

An adequate analysis of leadership must include not only a study of leaders but also of situations. The situation approach to leadership states that leadership is a product of a social and situational setting with the leader emerging from the group and leadership qualities varying from situation to situation. This leadership theory paralleled the human relations movement at its most permissive and did not gain many adherents from business and industry.

The situation approach to leadership style ignores the objectives for which an organization or institution is established. The institutional dimension must be considered or the organization will perish. Therefore, situations must relate to the organization's goals and objectives.

Social Behavior System--Transactional

Since neither the trait nor the situational approach to leadership was productive, it is fortunate that research by Getzels and Guba on social

behavior resulted in a model which is helpful in studying leadership behavior. The scientific management theory has already been identified as considering only the nomothetic dimension of the model, and because of this tunnel vision it was doomed to failure. A leadership pattern which focuses only on the goals of the organization and does not consider the followers is not going to be successful. The social behavior system, however, clearly identifies that every social system, to be effective, must consider the idiographic dimension as well as the nomothetic.

Since the social behavior model clearly involves interaction, it is this style of leadership that allows for "democratic" relations with subordinates, and which has been labeled transactional. West and Lane state that transactional leadership is an ideal model for educators because it incorporates the resources of the institution and of the individual and yet sets limits within which the administrative role can function (27).

Discussion

Ask each student to describe a situation where one of the types of leadership (Humanistic, Motivation, Situation approach, Transactional) is evident. In each description, evaluate the factors presented in support of the classification. How many of these factors will stand up to a rigorous evaluation as to the type? Do other factors condition the selection?

Definitions of Leadership

Definitions of leadership reflect the various historical movements and models. Certainly the definition of a leadership pattern would be modified by the type-trait, situational, or transactional models. The following statements regarding leaders and leadership do in fact reflect the influences of models and history:

> Leadership is man's ability to take the initiative in social situations, to plan and organize action, and in so doing to evoke cooperation (20, p. 301).
>
> A leader's job is to make decisions and exercise authority.
>
> A leader's job is to develop responsibility and initiative among his subordinates.
>
> Most leaders are too bossy, or most leaders are not bossy enough.
>
> A group is only as strong as its leader.
>
> The trouble with most groups and organizations is that a few people run everything.
>
> Once a leader shows weakness, he is dead.
>
> To be a leader you must be aggressive and ambitious and tell people what to do.
>
> If you want to be a leader, you have to be sensitive to the needs of others and tell them what they want to hear anyway (4, p. 535).
>
> A leader is an individual who is moving in a particular direction and who succeeds in inducing others to follow him (4, pp. 144-157).
>
> . . . to lead is to engage in an act that initiates a structure-in-interaction, a part of the process of solving a mutual problem (9, p. 98).

As can be seen, there are many definitions and notions of leadership. Adhering to the Getzels and Guba model, an analysis of any definition can be made. In modern leadership theory, both the institutional expectations and the individual's expectations must be considered. A leader must accommodate the interaction between these two dimensions in order to motivate people, to stimulate or maintain morale, and to enhance productivity.

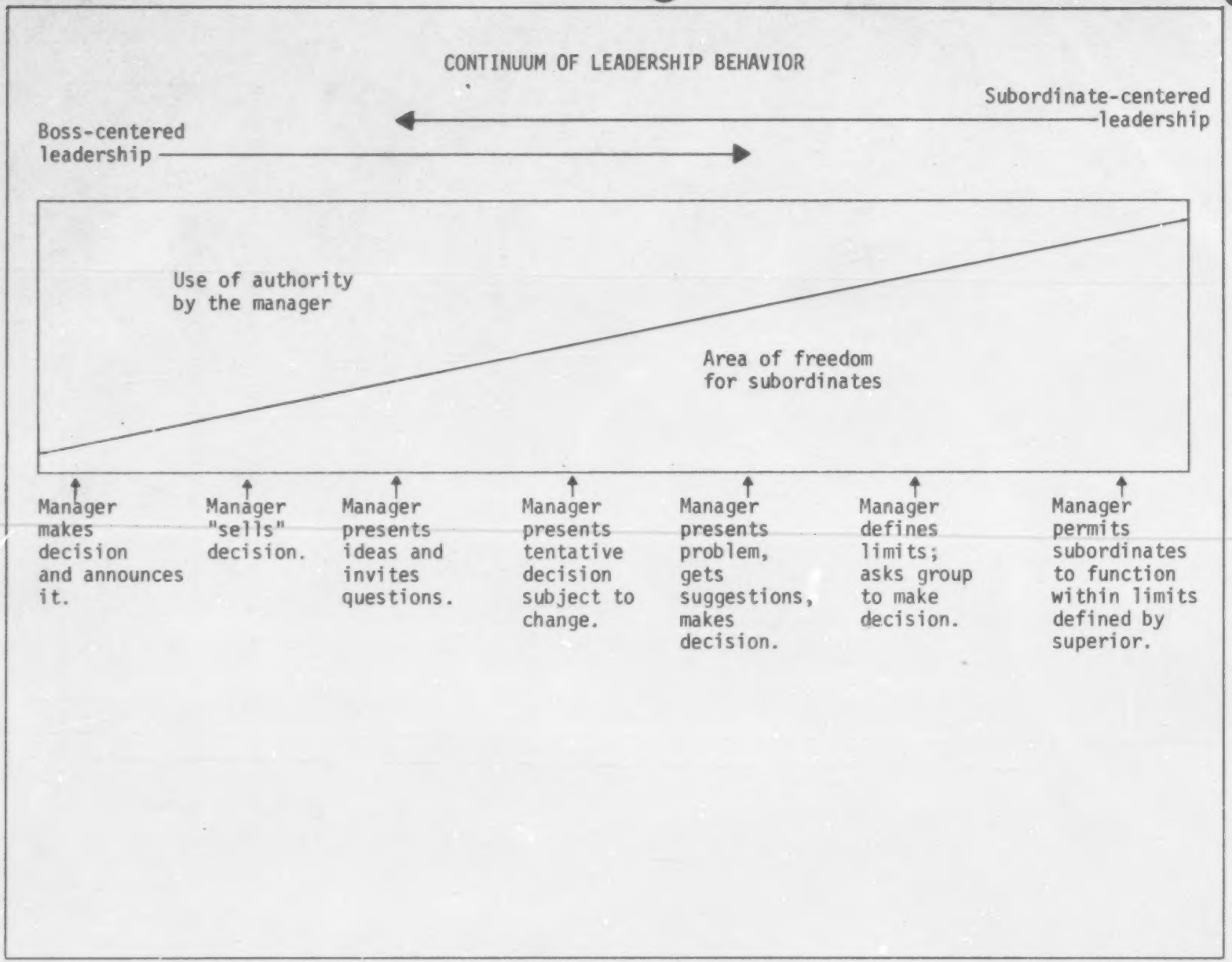
> In the concrete leadership situation, the final choice and responsibility for specific action must always fall back upon the judgment and good common sense of frail human beings, and in all due respects to the "leader," this is as it should be (22, p. 4).

Goal S2.3: Describe Characteristics of Good Leadership for the Administrator (VECS) Based on the Current State of the Art.

With the brief summary of the historical factors of leadership theory and the classification of leadership types, the VECS should now be prepared to develop his or her own personalized leadership pattern. Fortunately, research in the field has focused on leadership patterns which the VECS may adopt as his or hier own.

Tannenbaum and Schmidt Graph of Leadership Styles

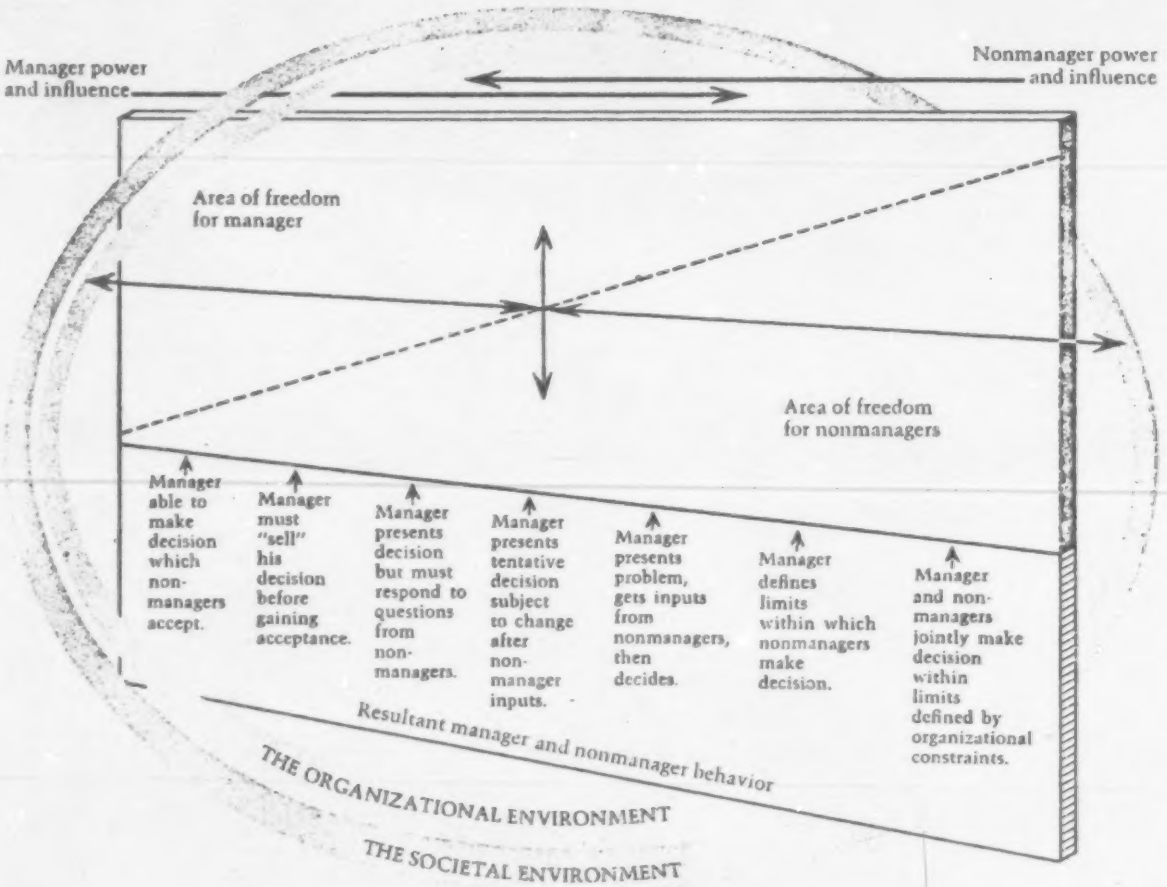
Tannenbaum and Schmidt in an article in The Harvard Business Review, March-April 1958, developed a continuum of leadership which is illustrated below (24).


CONTINUUM OF LEADERSHIP BEHAVIOR
Subordinate-centered leadership
Boss-centered leadership
Use of authority by the manager
Area of freedom for subordinates
Manager makes decision and announces it.
Manager "sells" decision.
Manager presents ideas and invites questions.
Manager presents tentative decision subject to change.
Manager presents problem, gets suggestions, makes decision.
Manager defines limits; asks group to make decision.
Manager permits subordinates to function within limits defined by superior.

This same illustration was used in Seminar 1 as a basis for analyzing decision-making styles available to an administrator.

The Tannenbaum and Schmidt article had such impact and popularity that it received the distinction of being selected as a Harvard Business Review Classic. In 1973 Tannenbaum and Schmidt were asked to re-examine their ideas which had had so much impact fifteen years earlier. As a result they regraphed their continuum to fit the leadership concepts that have emerged since 1958.

Continuum of manager-nonmanager behavior


Manager power and influence
Nonmanager power and influence
Area of freedom for manager
Area of freedom for nonmanagers
Manager able to make decision which non-managers accept.
Manager must "sell" his decision before gaining acceptance.
Manager presents decision but must respond to questions from non-managers.
Manager presents tentative decision subject to change after non-manager inputs.
Manager presents problem, gets inputs from nonmanagers, then decides.
Manager defines limits within which nonmanagers make decision.
Manager and non-managers jointly make decision within limits defined by organizational constraints.
Resultant manager and nonmanager behavior
THE ORGANIZATIONAL ENVIRONMENT
THE SOCIETAL ENVIRONMENT

Discussion

While Tannenbaum and Schmidt's graph identifies the leader as a manager (which implies a certain type of organization), does the type of organization really have any effect on the model? Would the leadership style range be the same for a voluntary organization such as Community Chest?

Possible Response

No. The concerns of a leader when managing others are always similar.

Tannenbaum and Schmidt's graph of manager-nonmanager behavior describes a transactional leadership pattern in which the limits of the administrator are clearly stated through limits of the organization's constraints. This new graph clearly recognizes the realities of modern leadership by accommodating the power of both the leader and the follower. Note the relation of the leadership process to the organizational and societal environment. This new dimension recognizes that the leader is always constrained by these two environments.

Tannenbaum and Schmidt's re-examination does not reduce the responsibilities of the leader; it only modifies them. The leader is always faced with the question, "What is practical and desirable?" Identified in the new graph are three important forces that the leader (manager) must consider:

1. forces in the manager,
2. forces in the subordinate,
3. forces in the situation.

Leader's Characteristics and Situation

While considering the forces operating on the leader, we must recognize that the expectations of the nomothetic dimension are always modified by the need-dispositions of the incumbents, the leader being one of the incumbents. Listed below are factors operating within the leader:

1. the leader's own value system with regard to shared leadership responsibilities;
2. variances in a leader's confidence in his or her followers based on the reality that all followers do not have a similar degree of competence;
3. inability of a leader to escape his or her own need-disposition with regard to leadership style, i.e., as a member of a team or in a highly directive role;
4. the security of the leader in his or her leadership style and in position.

An understanding of these factors and their influence on his or her behavior will contribute to a leader's effectiveness.

Subordinate's Situation

A leader must also be aware of the forces operating within the subordinate. When choosing a leadership pattern, he or she must make a choice that will accommodate the varying need-dispositions and expectations of the subordinate regarding the leader. Generally, the degree of sharing by the subordinate in the leader's role depends on the following:

1. high need for independence which is a product of training and experience;
2. readiness to assume responsibility--a challenge to not just "pass the buck";
3. lack of specific clear-cut directives;
4. problem involvement;
5. commitment to goals of the organization;
6. possession of the knowledge and experience to contribute;
7. experience in and expectation of participation.

The degree to which the above forces are operating will signal the leader as to the pattern his or her leadership should take.

Particular Situation

The third factor involved in choosing a leadership style is the situation and the forces inherent in it. Even though the leader is alert to his or her own need-disposition and to the followers' need-disposition and expectations, he or she must also relate to the situational factors in which he or she operates, such as:

1. Organization type
   a. large or small
   b. dispersed or closely knit
   c. climate and environment encouraging participative style

2. Group effectiveness
   a. technical and emotional readiness for participation
   b. developed habits of cooperation
   c. confidence in individual and group abilities

3. Nature of task
   a. within their scope of expertise
   b. not amenable to sharing

4. Time constraints
   a. participation can be time-consuming
   b. plan ahead

5. Long-term strategies
   a. shift from tactics to long-term strategies
   b. prepare staff and self to meet anticipated needs

6. Goals and objectives attainment
   through leadership pattern accommodating nomothetic and ideographic consideration of the social system

Discussion

Expand each of the six situational factors by identifying real organizational examples.

Example

Organization types: an assembly line manufacturing situation, an elementary school, a community college, a research organization.

Research and experience show that an accommodation by the leader of these three forces in the manager, the subordinate, and the situation is likely to achieve the organizational goals and objectives. A leadership pattern must incorporate an awareness of self, the individuals, and the groups with which the leader works in relation to the broad social environment. However, awareness is not enough; the leader must be able to modify his or her behavior to fit the situation. If direction is needed, he or she will be directive. If participation in leadership is necessary, he or she can provide the climate to make it possible. Thus, the strong leader is neither permissive nor directive, but adjusts his or her leadership pattern to the needs of the situation.

-Study Guide-

Field Experience

VOCATIONAL EDUCATION CURRICULUM SPECIALIST

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OVERVIEW AND RATIONALE

When the conceptual framework for the VECS project was established, three principal levels of study were identified: introductory, core, and advanced. Project products reflect these levels with six introductory modules, fifteen core modules, and two seminars and an internship. The seminars provide for advanced study and individual research in a VECS area of special interest to the student. The internship, which may take place sequentially or concurrently with the seminars, provides an opportunity for the application of this research and study to a fieldwork situation.

Ideally, the application phase of the VECS training should be the student's culminating experience. Just as the seminars are designed for an in-depth program of study and research in a particular area of the core modules, the internship provides a realistic on-the-job opportunity to apply the knowledge and skills gained to a school situation under the direct supervision of an experienced professional.

The focus of the intern program must be limited to vocational education and involved with duties typical of those discharged by a vocational curriculum specialist. The purpose of the program is the application of module and seminar study to the real world problems encountered by a practicing VECS.

The student intern is to have on-the-job assignments relating to one or more of the following five areas:

a. Project Design and Administration
b. Operation of School Programs

c. Evaluation of School Programs
d. Educational Research and Development
e. District, State, Regional, and/or Federal Program Supervision

The internship program is an activity in which the intern works as an assistant to a vocational education leader, for example, a vocational director for a school district, an area vocational center principal, a community college dean of vocational education, or a vocational education curriculum specialist. The VECS intern should be given as much responsibility as possible. The supervision should be such that the quality of the experience is at least equal to existing standards of practice. Every task undertaken by the intern should carry an evaluation component by which the intern can evaluate his or her own performance and get feedback from the participants and from his immediate on-the-job supervisor.

The internship program may be elected twice for a total of four semester hours credit. Ideally, the internship should be on the basis of a full-time assignment of at least six hours per day, five days a week for a semester. However, many situations will arise where students will not be able to serve an internship on a full-time basis; therefore, the time element should be negotiated. Conceivably an internship involving three or four hours per day five days per week could provide a realistic experience. Time blocks devoted to the intern program must meet three criteria: 1) university regulations, 2) student intern schedules, and 3) intern supervisor needs.

The nature of the tasks in which the intern is involved will need to be considered. For example, if the intern is responsible for conducting an inservice training activity for teachers, he or she must be on duty at a time convenient for teachers. It is evident, therefore, that the block of time in which the intern is on duty is an important element that needs to be considered when negotiating an assignment.

RESPONSIBILITIES

Three key people are involved in the intern or fieldwork program: the university coordinator of the intern program, the on-the-job intern supervisor, and the intern. Following are basic tasks of each. The university, however, should adapt these tasks to accommodate its own unique situation.

University intern coordinator:

- Develop list and description of intern sites and supervisors.
- Obtain district cooperation and acceptance of intern supervisor role.
- Prepare a descriptive job sheet of the responsibilities of the intern, the supervisor, and the organization for the internship.
- Counsel the intern regarding the organization and the supervisor.
- Introduce the intern to the prospective supervisor.
- Arrange for intern/supervisor appointment and send letter of introduction.
- Confirm arrangements with intern and supervisor.
- Review intern's contract--duties, hours of serivce, goals and objectives, etc.
- Counsel intern at mid-point of internship and at conclusion of service regarding achievement of goals and objectives and time-line.
- Conclude paper work and recordkeeping.
- Encourage student's professional development.

One of the responsibilities of the university coordinator is to encourage students to attend local, regional, and if possible, national conferences and conventions of the educational and vocational associations. The activities of the following associations are particularly recommended:

Association for Supervision and Counseling
California Industrial Education Association
California Home Economics Association
American Vocational Association

American Educational Research Association
National Association of Vocational Education Special Needs Personnel

The university coordinator should also encourage students to read professional journals and civic and government publications. The publications of the following agencies and organizations are particularly recommended:

Phi Delta Kappan
Thrust
AVA Journal
AERA Journal
Manpower and Vocational Education Weekly
State Bulletins
Manpower reports (State, local and Federal)
Federal Register
Congressional Record

Supervisor of intern:

- Accept responsibility of intern supervision.
- Become familiar with duties of intern supervision.
- Meet with and accept or reject application of intern.
- Help intern draw up his contract and time-line.
- Assign duties and supervise intern.
- Advise as needed.
- Conduct evaluation in concert with intern.
- Complete necessary university forms.

Intern:

- Apply for internship.
- Meet with university coordinator for purpose of selecting organization and supervisor of internship.
- Interview organization representative.
- Develop a contract for internship service, including goals and objectives, time-line, description of duties, etc.

- Meet internship requirements.
- Confer with university coordinator midway through internship for progress evaluation.
- At end of internship evaluate your performance regarding contract.
- Keep a weekly digest.

In the past, many interns have found that keeping a weekly digest in which their activities are recorded is helpful for reviewing progress at the end of the internship program. For that reason, it is recommended that each week students record in a small notebook or diary the major activities in which they took part, the problems in which they needed assistance, and the achievements that were accomplished. At the end of the internship program, the student can review the notes with the university coordinator and his supervisor to evaluate the internship experience.

- Confer with intern supervisor regarding contract evaluation.
- Confer with university coordinator. Submit your and supervisor's evaluation. Be processed for internship credit.

PLACEMENT

The effectiveness of the intern program rests directly on the expertise and richness of the resources--both personnel and environment--under which the intern works. The university coordinator should recognize this and develop resources in terms of supervisory personnel in a variety of vocational situations where there are leadership training opportunities. The university coordinator should develop a list of possible assignments for students along with a short descriptive statement about the resources and experiences available in the assignment. The listing should be made only after consultation with the supervisor and agreement from him to serve as intern supervisor.

In some cases, students will have contacts where they wish to serve their internship. These student contacts should be allowed as long as the criteria for evaluating the potential of the internship site meets the university's requirements.

Assignments of students to internship should be made only after the university coordinator and the prospective intern have met with the person who will supervise the program. Once the student is accepted for the internship, there should be a written communication to the university coordinator verifying the acceptance of the intern arrangement.

Some organizations will want to formalize the arrangements between the university and the institution with a contract. A suggested format for such a contract might be the student-teacher contract with a local school district.

While the intent of the internship activity is that the experience and growth values inherent in the service are a reward sufficient in themselves, no restrictions should be placed on agencies which would prevent them from employing and paying a salary to the intern.

INTERN CONTRACT

Each intern is to agree upon a contract for each internship program with his university coordinator and his on-the-job supervisor. The contracts will vary, but the following information should be contained in the contract:

1. Purpose of the intern activities is:

2. Location of internship position:

3. Supervisor on the job:

   Phone number of supervisor:
   Address of supervisor:

4. Dates of the internship period: Beginning:

   Ending date:

5. Major activities and responsibilities on the internship job:

6. Objectives to be accomplished:	Dates to be completed:
a.	
b.	
c.	
d.	
e.	
f.	

7. The criteria for evaluating the internship job are:

   a.

   b.

   c.

d.

e.

f.

Student _____ Supervisor _____

Instructor _____ Date _____

INTERN CONFERENCES

The university coordinator should meet with each potential intern supervisor in order to obtain his consent to serve in this role and also through him to gain the consent of the organization. Most likely a professional relationship has already been established between the vocational supervisor and the university coordinator. It is through this professional relationship that the internship activity can be enriched.

Once the intern supervisor has accepted the responsibility for working with an intern and understands his role in the program, the university coordinator does not need to involve himself in the intern-supervisor relationship except on call from the intern or the supervisor. Communication with the supervisor can be handled mainly by letter and telephone, particularly if the organization of the supervisor is at some distance geographically.

The university coordinator is encouraged to meet with the student at least three times during an intership program. The purpose of the first meeting is to ensure that the student and the supervisor have agreed on a contract, that the contract is related to a VECS position or responsibility, and that the objectives can be met within the estimated time of the internship program. This meeting should be held as soon as possible after the student has started his internship program.

The second meeting with the student should take place about the middle of the internship program to check on the progress of the student, correct any problems, and change strategies, objectives, or procedures as necessary.

The third meeting should take place at the end of the internship program to evaluate the internship experience and the student's accomplishments.

If it is not possible to meet with the student personally, correspond with him by phone or letter at least three times during the internship

program. Occasionally a student may need more than three visits in order to maintain a working relationship.

EVALUATION

In most cases the pass/fail grading system is most appropriate for an internship program. However, if grades are to be assigned, the basis of the grades should be the degree to which the intern achieves the objectives listed on his contract.

At the end of each internship program, it is recommended that the student and the supervisor evaluate the experience. This may be done through informal discussions or through a questionnaire. Regardless of method, it is recommended that the following types of questions be asked?

STUDENT EVALUATION

1. How useful was the assignment for understanding the roles and responsibilities of a VE/S?

2. Did the supervisor or other knowledgeable people have enough time to answer your questions and provide you with enough guidance?

3. Was the experience varied enough to expose you to a variety of problems or situations?

4. How would you change the experience to make it a better learning experience?

5. Would you recommend that other students take part in this job as their internship program? Why or why not?

6. What advice would you give them when they start an internship program?

SUPERVISOR EVALUATION

1. How useful do you think the assignment was for understanding the roles and responsibilities of a VECS?

2. Do you think the experience was varied enough to provide a variety of problems or situations?

3. What recommendations would you make to improve the internship assignment?

4. Would you be willing to sponsor another VECS student?

5. What advice would you give a new VECS student when he or she starts the internship program?

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SUGGESTED PROGRAMS

Students may select any two work experience programs from the five program areas described on the following pages. Since the key to effective work experience programs is the degree to which they are related to the student's academic study, the sample activities on the following pages should be studied before a program is selected. The five program areas are:

1. Project Design and Administration
2. Operation of School Programs
3. Evaluation of School Programs
4. Educational Research and Development
5. State, Regional, and Federal Program Supervision

Project Design and Administration

The instructor and the student are responsible for agreeing on the activities of each internship program. The following are sample activities that may be used as objectives for a program.

1. Design curriculum compatible with sound curriculum theory and design principles, methods, and procedures.

2. Analyze existing programs and modify or redesign programs to better achieve program goals and objectives.

3. Be familiar with current innovations in vocational education.

4. Plan and develop a review of contemporary curriculum development activities and materials.

5. Analyze vocational education problems relating to instruction, guidance, or both.

6. Specify program goals and objectives.

7. Specify instructional objectives.

8. Design materials and select educational technology or format.

9. Develop course outlines (activities, sequence, materials, experiences, testing).

10. Develop supporting instructional materials.

11. Develop student criterion-referenced tests.

12. Develop alternative prototype instructional materials designs.

13. Plan the evaluation, monitoring, and tryout of prototype instructional materials.

An assignment for Activity 5 might be as follows:

On the basis of follow-up studies, the vocational director has determined that the placement of graduates in a certain program has decreased in the last five years. He directs the VECS intern to design and conduct a study of the specific program in relation to curriculum content, the quality of instruction, and the ability levels of the students in relation to the requirements of industry. The student is to carry out the directions by planning the research design, conducting the investigation, reporting findings, and making a final report and evaluation.

Operation of School Programs

The instructor and the student are responsible for agreeing on the activities of each internship program. The following are sample activities

that may be used as objectives for a program:

1. Establish and utilize advisory committees.

2. Select, supervise, and support instructional personnel for particular courses, curricula, and programs.

3. Coordinate teaching, counseling, and placement activities.

4. Evaluate available resources for a given program or programs.

5. Select and coordinate resources for instructional and/or guidance programs.

6. Specify program components and structure.

7. Develop overall program schedule and show how to update the schedule as the program progresses.

8. Develop overall program budget.

9. Monitor program progress.

An assignment for Activity 1 might be as follows:

An intern might be assigned the task of serving as a coordinator of an annual subject advisory committee. He might be given complete autonomy for the following:

- writing performance goals and objectives
- scheduling the meeting
- arranging for meeting facilities
  - setting conference room
  - planning parking
  - arranging for student hosts or ushers
  - planning hospitality/refreshments

- planning agenda
- sending out meeting notices and follow-up
- arranging for minutes
- assigning the school districts' presentations and roles
- writing meeting minutes
- distributing minutes and thank you letters to participants
- thanking the host school, paying refreshment bills
- making a report to supervisor

Evaluation of School Programs

The instructor and the student are responsible for agreeing on the activities of each internship program. The following are sample activities that may be used as objectives for a program.

1. Plan the evaluation, monitoring, and tryout of prototype instructional materials.

2. Monitor the formative and summative evaluation of courses, curricula, and training programs.

3. Apply the results of formative and summative evaluation to decisions about the modification of courses, curricula, and programs.

4. Design evaluation programs.

An assignment for Activity 4 might be as follows:

Assign a VECS intern the task of designing an evaluation instrument for an orientation workshop for new teachers. The workshop is to be held for 10 sessions of 4-6 hours prior to the opening of school. The intern is to design a formative evaluation instrument and administer it at frequent intervals to obtain feedback for modifying the workshop content.

In addition, a summative evaluation of the workshop is to be conducted and reported. The intern is to design the summative evaluation instruments, administer the instruments, interpret the results, and make a final report.

Educational Research and Development

The instructor and the student are responsible for agreeing on the activities of each internship program. The following are sample activities that may be used as objectives for a program.

1. Develop up-to-date awareness of currently funded projects in vocational education.

2. Be familiar with experimental activities being developed and field tested.

3. Be familiar with current innovations in vocational education.

4. Plan and develop a review of contemporary curriculum development activities and materials.

5. Conduct a research project.

An assignment for Activity 5 might be as follows:

Many opportunities arise in a vocational education office where applied research techniques can be helpful. For example, a series of complaints has been received from the field regarding a standard supply item--hacksaw blades. It is evident that, based on the complaints, the hacksaw blades which are supplied to schools vary greatly in quality. Hacksaw blades are purchased on bid and are supposed to meet certain quality criteria. It is obvious that hacksaw blades are being purchased which

do not meet the standards for quality. Since the school district does not have a testing lab, some purchasing qualifications need to be established. The intern might be assigned the task of designing a research project so as to identify brands and specifications for hacksaws in order to qualify for bidding.

State, Regional, and Federal Program Supervision

The instructor and the student are responsible for agreeing on the activities of each internship program. The following are sample activities that may be used as objectives for a program.

1. Prepare project proposals.

2. Identify leader and change agent roles for the vocational education curriculum specialist and other professionals and key opinion leaders in introducing innovation in vocational education programs.

3. Develop plans for the maintenance of innovation once it is implemented, including management, quality, and budget controls.

4. Develop up-to-date awareness of currently funded projects in vocational education.

5. Be familiar with experimental activities being developed and field tested.

6. Be familiar with current innovations in vocational education.

7. Plan and develop a review of contemporary curriculum development activities and materials.

8. Conduct and organize on-site visitations, accreditation, and program evaluations.

An assignment for Activity 7 might be as follows:

A school district has launched a district-wide plan with a great deal of publicity to improve the quality of reading. Every segment of the school district must develop a short-range and a long-range plan to improve reading skills. The vocational director assigns the VECS intern a project to review the standard industrial arts textbooks to determine if the reading levels of the approved textbooks are related to the grade level for which they have been adopted. The intern is to design and conduct the review procedures and make a final evaluation and report.

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